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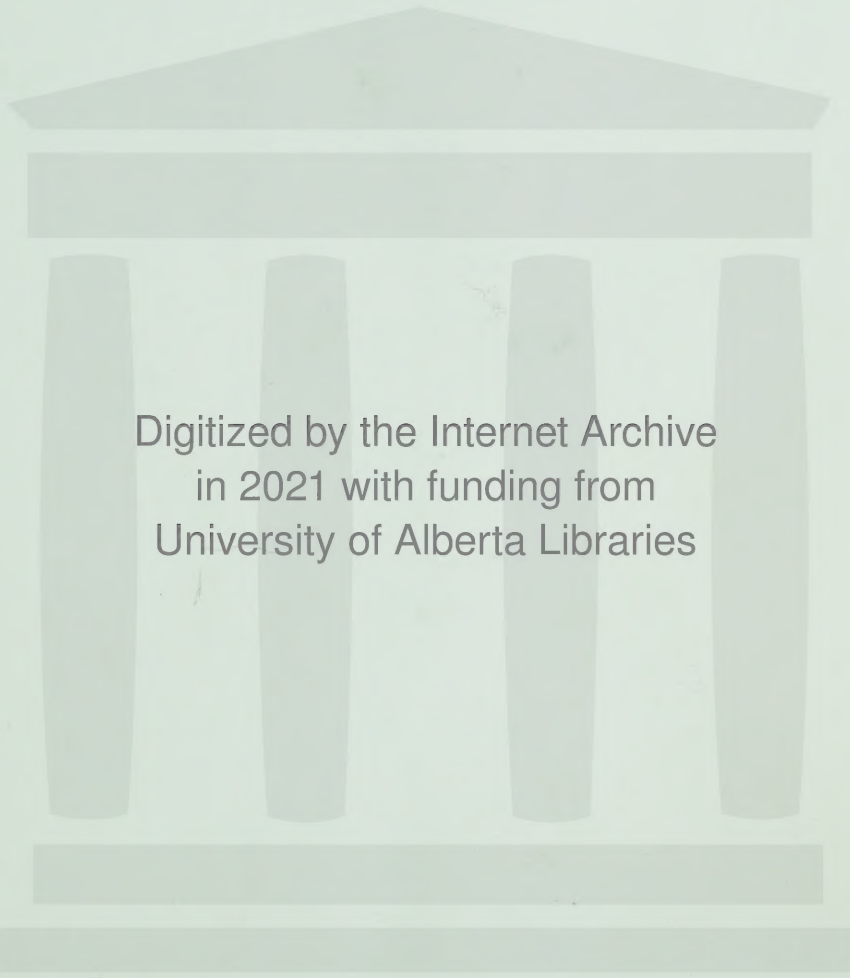


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TEACHER'S SOURCE BOOK

LEVEL 4

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TEACHER'S SOURCE BOOK

LEVEL 4

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TEACHER'S SOURCE BOOK

LEVEL 4

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LANGUAGE EXPERIENCE READING PROGRAM

TEACHER'S SOURCE BOOK

LEVEL 4

PART 1

**SUGGESTIONS FOR PROGRAM ORGANIZATION
(Blocks 86-133)**

and

INTEGRATED LANGUAGE UNITS

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Helen Wing for her poem "Other Children."

The World's Work Ltd. (and Doubleday and Company, Inc.) for "The Animal Store" and "Barefoot Days" by Rachel Field from *Taxis and Toadstools* by Rachel Field published in Great Britain by The World's Work.

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IDEAS FOR TEACHING LANGUAGE

The average child's development of the ability to communicate through language follows a definite order, with each new skill learned building upon, and interacting with, established ones. At first, communication is principally a receptive art. Listening provides a basis for learning the other communication skills. As the infant listens to the sounds around him, he learns to discriminate among them and respond appropriately. In time, he listens, he imitates, and he develops the second communication skill — speaking. The level of ability he attains in speaking will depend in part on the model to which he has listened and which he has subsequently imitated; and on many other factors related to his physical, mental, social, and emotional growth.

Listening and speaking, while they are recognized as the most frequently used of the communication skills, limit their users to direct communication. If a person is to receive communications from past ages or from contemporaries beyond personal contact (notwithstanding the scope offered by radio, TV, tape recorders, telephones, etc.), he must develop some facility in the third communication skill — reading. Similarly, he can express his own

thoughts to others only through personal contact with a listener until he learns to write.

The four communication skills are so closely interrelated that, while a hierarchy of beginning development has been set up, it is recognized that subsequent growth occurs simultaneously; that the level of proficiency in each skill may influence that attained in the others; and that the level of proficiency in each skill influences the nature of the communications made by using it. For example, the child who has not developed facility in listening may (a) partially or incorrectly receive a communication, (b) compensate for his poor listening habits by over-use of reading as a means of receiving communications, (c) develop poor speech habits because he does not listen well to models, (d) develop problems in reading as a result of an inadequate meaning vocabulary, (e) express himself inadequately in writing because of the oral models provided by his listening and speaking.

Because the development of the four communication skills is interdependent and interrelated, it would appear that their teaching in the schools should be likewise interrelated.

THE LANGUAGE EXPERIENCE READING PROGRAM

The Language Experience Reading Program is a complete language program. It is designed to develop children's ability to listen, to speak, to write, and to read.

Principles on which the Program is based

1. Language is the symbolization (either oral or written) of *ideas* and the interpretation of these symbols.
2. Since ideas result from experience, *language growth and conceptual growth are concomitant*.
3. Language is a single process with four closely related and interdependent facets — listening, speaking, writing, and reading.

Levels of the Program

Because language is a unitary process, it seemed logical to develop an instructional program that recognizes this unity. Levels One and Two of the L.E.R. Program recognized that the child entering school has already attained a high level of competence in using oral language (speaking and listening) to manipulate ideas. To ensure that written language would be equally meaningful, children were encouraged to express their ideas orally, to observe the teacher recording these ideas, to listen as she *read* them, and eventually to read for themselves. In this way, children came to regard writing and reading as a means of expressing and receiving ideas, just as earlier they had learned to use speaking and listening for this purpose. At Level Two, children were also introduced to reading from books.

Level Three of the L.E.R. Program stressed concomitant development in the four aspects of language, while emphasizing growth towards independence in reading.

Level Four continues to promote proficiency in listening, speaking, reading, and writing.

In any classroom it is to be expected that children with different needs and abilities will be working at different points in the program. In some classes there may be groups working at different levels of the L.E.R. Program; in other classes groups may be working at several points within the same Level. In all cases pupils should be encouraged to proceed through the program at a rate which allows for mastery of essential skills and provides maximum stimulation.

Even in situations in which pupils are streamed, teachers must divide their pupils into small groups for language instruction. Only then can pupils interact, refining their language skills, testing their ideas in the peer group, and revealing to the teacher their language and experiential background. It is in the small reading group that thinking skills can be developed most effectively.

Total Language Experience

Basic to the entire Language Experience Reading Program is the assumption that language grows in relation to the ideas the child wants to express and his enthusiasm for learning new ideas. At Level Four it is still important that teachers take time to enrich the experiential background of pupils and to ensure that they acquire the language symbols needed to describe their experiences.

Speaking and listening vocabularies, and skilled oral language usage, will develop only if the teacher allows ample time for children to talk about their ideas. While the exchange of ideas among the pupils will serve to clarify their thinking and extend their vocabularies, the teacher must be alert to note vague or incorrect

statements and imprecise or inaccurate word usage. Acting as a group member she can refine the children's thinking and their use of language.

Such oral language activities have high intrinsic value; but they are also essential to provide the language facility and background knowledge which is the foundation for successful reading and writing.

The L.E.R. Program emphasizes the extension and clarification of children's own experience through discussion and writing. The themes of the selections in the reader *Out and Away* extend and enrich these experiences. Thoughtful interpretation of reader selections is possible because the preparatory oral and

Written activities focus children's thinking on the related background knowledge. Follow-up writing has the child relate his own experience to the vicarious experience gained through reading.

Thus for each reader selection, pupils participate in a total language experience. They listen and speak as they exchange ideas related to a particular theme. They write, either in a group or individually, about the ideas discussed, thus strengthening their understanding of both the relationship between speaking and writing, and the concepts basic to interpreting the reader story. Then they read the related selection *Out and Away* and obtain new insights into, or new information about,

the theme. Following the reading they again talk, listen, and write, to relate the ideas gained from the reading to those brought out in the preparatory discussion.

This application of the four language arts to a single set of ideas comprises the Integrated Language Unit.

Participation in such language activities presupposes that pupils have acquired and can apply fundamental language skills. Therefore, in the L.E.R. Program, sequences of lessons to ensure growth in basic skills are provided. The teacher can refine the *application* of such skills as pupils take part in the activities centred on the reader selection.

OUT AND AWAY

The pupils' reader for Level Four of the Language Experience Reading Program is titled *Out and Away*. The reader is divided into five sections, each centring on one broad area of human experience. Each selection (in the first four sections) has a "theme" that provides the topic for the oral discussion that is preparatory to reading.

Section One: "On My Own" is concerned with the individual. The selections were chosen to present thought-provoking situations and ideas that relate to the children's own lives, and to introduce children to the dreams and accomplishments of noted Canadians.

Section Two: "People I Know" presents selections that deal with the relationships among individuals; for example, peer relationships, relationships among family members, feelings toward older people, and so on.

Section Three: "Living with Others" broadens the pupils' horizons to the ideas of living within a society. Sample themes are: government maintains institutions for the education and enjoyment of citizens (the zoo); there are many kinds of work in our society; government functions for the benefit of the people, and so on.

- Section Four: “All Around Us” focusses on the relationship of the individual to the world around him. The selections were chosen to highlight some important ideas about the physical world. Some scientific writing is included to help pupils learn to read this kind of writing.
- Section Five: “Imagine That!” includes fanciful stories, old tales, legends, amusing poetry, and a play.

TEACHER'S SOURCE BOOK

The *Teacher's Source Book* has been organized to facilitate the teacher's planning of an integrated program in language.

The *Teacher's Source Book* is organized in five parts:

- Part 1: Block Organization including an outline of the skills lessons and the Integrated Language Unit.
- Part 2: Word Perception Lessons
- Part 3: Spelling
- Part 4: Interpretation Lessons
- Part 5: Listening Lessons

(Note that the *Teacher's Source Book* is available in a complete edition or in two books: Part 1 and Parts 2 to 5.)

The Block Organization

The work of the program is organized in blocks. Each block contains: (1) listening lesson(s), (2) word perception lesson(s), (3) interpretation lesson(s), (4) spelling activities, (5) an integrated language unit: oral discussion and writing centred on the theme related to the reader selection, a reader selection, and related activities.

The blocks are numbered consecutively from Level One through Level Five. This sequential numbering facilitates the use of the program in many types of school

organization — graded, ungraded, streamed, division, etc. It also helps teachers to keep records of pupils' progress and to communicate this easily to other teachers. Level Four consists of Blocks 86 to 133.

At the beginning of each block there is a listing of the skills lessons to be taught in that block — and it refers the teacher to the appropriate pages in Parts 2 to 5. Following this list of skills lessons are the lesson outlines for the various parts of the Integrated Language Unit.

Part 1 INTEGRATED LANGUAGE UNITS

Developing the Unit Theme

1. Oral Discussion

The oral discussion is expected to (1) check and extend pupils' knowledge of the concepts basic to understanding the reader selection, (2) develop skill in oral expression.

If children are to read with understanding, they must be able to relate the ideas in the selection to their own experience. The oral discussion focusses attention on the theme as given in the Source Book and helps children to share and organize their ideas about it. Occasionally no discussion will be forthcoming; this indicates that there is a deficiency in the children's background knowledge, and the necessary experience must be provided before the reader selection is taught. If reading is to be a meaningful experience, it is essential that children are not asked to read with insufficient preparation.

The oral discussion is essential as preparation for the reader selection, but it is also a key activity in an oral language program. As they carry on the discussion, children learn to express their ideas clearly and precisely; and they learn to listen to and evaluate the ideas of others. They also learn to use language in a social setting, which requires: accepting responsibility for contributing, allowing others time to speak, listening carefully and responding thoughtfully. If there is to be growth in oral language, the teacher must accept responsibility for helping children to acquire a more extensive and precise vocabulary and to develop language patterns adequate for their communication needs.

A *discussion* is a sharing of ideas; it is not a question-and-answer period. During discussion children should learn to listen to, and respond to, ideas presented by members of a group. Once the discussion has been initiated, the teacher

becomes a group member (albeit the group leader, especially in the beginning) and participates accordingly. The teacher must recognize that the children are just learning to take part in a discussion and that skill in discussing develops only gradually. If the oral language program for Levels One, Two, and Three has been conscientiously carried out, most children will participate independently in a discussion group. However, teachers still may have to prompt a response to a child's contribution — "What do you think of that, Mary?"; "Have you anything to add, Johnny?" To ensure participation of all group members the teacher may have to continue prompting some individuals. Teachers should remember that children need time to think about and organize their ideas for presentation. If a response is not immediately forthcoming, it is usually wise to wait before commenting. If it becomes obvious that the children have nothing to say, the teacher may want to make a contribution to re-direct their thinking.

Discussion groups must be small in number. Most teachers agree that the most effective group is one with six to eight members. If improvement in oral language is the objective, it follows that each child must have an opportunity to talk as well as to listen. If the group is too large, there is a tendency for the teacher to talk more herself to control the group, and for a few verbal children to dominate the discussion.

Children will carry on a discussion much more freely if they are sitting in a group with the teacher. The arrangement of desks in many classrooms is not conducive to a face-to-face discussion. Chairs can be placed in a circular arrangement for discussions, or teacher and children can sit in a group on the floor.

2. Writing – Group Compositions

To effectively establish for children the relationship between the spoken and the written word, writing should follow the oral discussion. Children see their oral language represented in written symbols and thus learn that *any* ideas they can express orally can also be represented in writing.

While much of the writing will be individual, often the writing that follows the oral discussion should still be a group activity with the pupils dictating to the teacher recorder. Thus the writing can provide an opportunity for the teacher to develop skills basic to good written expression:

- (1) Pupils learn to select and organize the important ideas brought out in the oral discussion;
- (2) Pupils learn to express these ideas in a way that is suitable to the written form. For example, thought units in oral language are not necessarily complete sentences; written expression is usually in sentence form.
- (3) Pupils learn that there are a variety of written forms (poetry, story, essay, conversation, etc.) and that the form should be chosen in harmony with the topic and purpose of writing.

- (4) Pupils learn the conventions of English written form: spacing between words, capitalization, punctuation, spelling.
- (5) Pupils learn to evaluate and revise first drafts of writing. Children will learn to do this only if teachers record the exact language patterns given by the pupils and then guide their thinking as they strive to improve their original work. At this level revising the group composition might well be a separate lesson in a later period. Children can be taught to look at their writing objectively, and to work at improving a single aspect, such as topic sentence, sequence of ideas, or choice of words.

The writing of group compositions is of particular value for slower-learning pupils. These pupils require help with the mechanics of writing for a longer period. In addition, they profit from working in a group in organizing and expressing their ideas. Teachers should remember that in many instances the difficulty that these pupils have in writing stems from a lack of proficiency in oral language.

B. Reader Selection

1. Vocabulary

In the L.E.R. Program, no artificial controls have been imposed on the vocabulary of the reader selections. However, in Level Four, as in Levels Two and Three, a certain number of words were singled out for emphasis in each block. These words form the *Core Vocabulary*. The words of the core vocabulary were chosen because of their high frequency of use in both oral and written language and because of their difficulty for children in reading, and writing. Most of the core

vocabulary consisted of that class of words called “function words” by the linguists. These “function words” form much of the structure of English. They are used to relate ideas and they frequently provide cues to the “functions” of the main form classes of words. Most of these words have meaning only in context.

The teacher should check the recognition of the words of the core vocabulary during the reading of the story

in the preparatory writing activity or in chalkboard exercise. Since most of these words have meaning only in context, it is extremely important that they not be read in isolation.

It is well to remember that these words occur with great frequency in all forms of language communication, and mastery of them is extremely important. However, because of their frequency of use, sufficient repetition to ensure mastery occurs in normal reading situations if the teacher consistently directs attention to them. Unrelated drills should not be necessary.

The words from the *Core Vocabulary* of Level Three are reviewed in Level Four. A certain number of these words are assigned to each block. The teacher should check pupils' recognition of these words. Specific exercises should be used only when pupils are experiencing undue difficulty.

Since no artificial controls have been imposed on the vocabulary used in the reader selections, children will be expected to read many unfamiliar words. This should not present a problem if they have been taught to use word perception skills effectively and independently. Except in unusual cases (for example, a place name) teachers *should not* present the words before the reading. The most important factor in the discovery of unknown words is the acceptance by the pupil of his responsibility for finding out what they are and his willingness to try out possible words, and accept or reject them on the basis of all available clues provided by the context (picture and verbal) and the structure and spelling of the word. The proficient reader, even at this level, is able to recognize that a word is unfamiliar and use the necessary word perception clues to figure out what it is. The teacher will, of course, direct attention to context clues and important

phonetic or structural clues when necessary. She will also make sure that children develop the habit of always checking in context any word that they have discovered for themselves.

While it is impossible to know which words will be unfamiliar to any particular child, words that are important in obtaining the meaning of the selection have been listed at the beginning of each reader selection lesson plan. This merely indicates that pupils likely will have to use their knowledge of word perception to read them, and the teacher should be prepared to give assistance where necessary. This assistance will most often take the form of help in using contextual clues.

Teachers should recognize, of course, that the acquisition of word perception skills is a gradual process and that occasionally children will have to be told a word. Words that are phonetically irregular and/or words that cannot be identified from the context should be presented (for example, *tongue*, *emu*, *helter-skelter*; proper names such as *Oromocto*; etc.). These words will not be drilled but will simply be identified for the pupils immediately prior to reading a particular page or selection.

Children have had much experience reading words that are unfamiliar in written form, both in their group compositions and in reader selections of Levels Two and Three. Directed use of word perception skills in all reading activities prepares children for the challenge of unfamiliar written words.

Teachers should not be concerned if children do not remember every word used in a selection. The acquisition of an extensive sight vocabulary is a gradual and cumulative process. Experience has shown that it results from wide reading-and-writing experience rather than from drill on a small number of words.

2. Directing the Reading

The preparatory oral and written activities dealt with the pupils' experience as it relates to the story theme. Since pupils' attention has been directed to the background necessary for understanding the selection, there is no need for extensive introduction. Often the presentation of the title is sufficient. Telling parts of the story before pupils read will only detract from their enjoyment of reading it for themselves.

Reading a selection in the reader should be an enjoyable experience for pupils. Discussion should be pertinent and brief. In the planning of the Language Experience Reading Program, one particular interpretation skill was chosen for emphasis in each selection. It is important that teachers adhere closely to the skills suggested, since a total program has been organized to provide for sequential development of each skill.

Questioning

The questions suggested in the Source Book focus mainly on the skill listed for emphasis. These questions are included in the Source Book because good questions that direct children's thinking (except to mere details) cannot be composed on the spur of the moment. Questioning is the tool that teachers use to make children think; on it depends the success of reading instruction. If the questions outlined in the Source Book are not used, the teacher must make certain that the questions she devises are planned carefully to establish the correct thought pattern. The Source Book outlines the key questions to be use. Teachers may use other questions to follow up particular interests of the class.

In many instances the questions will provoke different responses from different children. This should be encouraged; children need to learn how to react to the ideas of others and how to justify their own ideas and opinions by drawing on their experiences and by referring directly to the selection. Both teachers and pupils should realize that many questions do not have a single right answer. In other cases, where obviously there is a preferred answer or indeed a single right answer, teachers, of course, should not be satisfied with vague, imprecise, or incorrect responses.

One of the most effective ways of teaching children to think logically is to have them organize their ideas and present them to their peers for evaluation. This means that children and teacher together evaluate answers, rather than the teacher alone. This technique lessens the probability that the child's thinking will be cut off by a "No. That's not the right answer," or equally by the teacher saying merely, "That's right. Very good." Of course, as in the preparatory oral language step, this kind of discussion can be carried on effectively only in a small group. If there are more than eight or ten pupils participating, only the more dominant members have the opportunity to present their ideas.

Reading is thinking. Teachers are aware that there is a wide range of thinking ability represented in most classes. In most classes there are pupils who are able to deal with ideas effectively with a minimum of guidance. Others require further direction. For example, some pupils can be asked an inference question and be expected to locate the relevant details and draw the inference; other pupils need to be asked questions to direct their attention to the pertinent details and be guided to make the inference.

To help the teacher in planning for the varying abilities within her class, two sets of questions have been developed for each reader selection. The questions are outlined in the Source Book in parallel columns. The questions in the B column do not require as much independent thinking as those in the A column and give more guidance to the pupils. Teachers should select the questioning pattern suitable for the small group with which they are working. Occasionally, because of the nature of the skill or the selection,

it seemed advisable that the same questions be used with all pupils.

Frequently pupils should be allowed to read an entire selection without interruption. Discussion guided by the questions from the Source Book, and perhaps re-reading of some sections, should follow.

Pupils using the B pattern of questions will likely need more guidance as they read, and discussion should more often accompany the reading.

Emphasis on Silent Reading

Because most reading is silent reading for ideas, a similar emphasis should occur in reading instruction. It is not desirable that all selections be read orally by all children. Suggestions for oral interpretation, when appropriate, are included in the lesson plan.

Teachers should recognize the distinction between silent reading and oral reading, and this distinction should be reflected in their instructional program. Silent reading, even in a group situation, is an *individual* activity: the individual interacting with the author's ideas. On the other hand, the sole purpose of oral reading is to communicate the author's ideas to an audience. There are therefore distinct differences in the task performed by the silent and oral reader. The job of the silent reader is to interpret the ideas of the author and use them in his own

thinking. Provided that the reader is obtaining the ideas accurately, it is not essential that he identify every single word on the page. (Most adult readers acknowledge that, except in extremely detailed reading, they simply skip over unfamiliar words encountered in their reading.)

The oral reader must not only understand the ideas of the author, be completely familiar with every word, recognize the appropriate intonation patterns that will express adequately the author's ideas, feelings, moods, etc., but he must also be able to project this understanding to an audience. Therefore, lessons in oral reading are as necessary as lessons in silent reading. In L.E.R., lessons in oral interpretation are included in *Part 4* of this *Teacher's Source Book* — "Interpretation."

3. Following the Reading

Follow-up activities are suggested to extend the children's thinking initiated by the reader selection. These include:

- (1) Poems for the teacher to read: The poetry has been chosen because the ideas are similar to, or extend, the ideas of the reader selections.
- (2) Oral and written language activities.

- (3) Practice Book: For each reader selection, there is a page in *My Practice Book* to be used independently by the pupils, either individually or in groups. These pages are designed to check understanding of ideas, to provide an extension of the ideas of the selection, or to develop further an interpretation skill. (See page 16.)

C. Activities Related to the Block

The teacher is again reminded that language develops in relation to ideas. In each block of work, in the material provided for reading and listening lessons, children meet many new, stimulating ideas. It is wise to capitalize on this fund of ideas in oral and written language activities. Therefore, in the section titled "Activities Related to Block ----," many suggestions are given for having pupils use oral and written language. Such activities usually demand that the pupils have assimilated the ideas in the selections and use them as springboards to create original situations for speaking and writing.

The related activities are placed at the end of the block so that teachers can capitalize on all the material presented in the block in co-ordinating all four aspects of language.

Though teachers will be unable to use *all* the suggestions provided, it is very important that at least some of these activities be used in each block. The activities that are considered essential are marked with an asterisk. Because many of the activities are designed for independent work, they can be interspersed in the block to provide worthwhile seat-work.

WRITING

If pupils are to develop proficiency in writing, they must be given many opportunities to write. However, quantity of writing alone will not develop quality. It is important that children develop standards for writing and learn to evaluate their own work using these standards. During the writing of group compositions, teachers can direct children in considering their written work thoughtfully and revising it to meet acceptable standards of sequence, clarity, precise word usage, mechanics, and to encourage originality of expression.

Writing can be evaluated by the teacher, the group, and the individual himself. The teacher's evaluation should be carried out with the individual child and should be directed mainly at the ideas and the way they are expressed rather than at the mechanics (spelling, punctuation,

etc.) alone. This does not mean that mechanics are unimportant; rather it is a reminder to teachers that mastery of mechanics develops gradually as pupils write and read.

It is easier for children to evaluate someone else's writing than their own. It is often advisable to have an individual read his writing to a small group. The teacher can then direct the group in thinking about the writing — its strengths and points for improvement.

From the very beginning pupils should be encouraged to proofread their own writing before asking any other person to read it. Pupils should keep a file of all their writing. As mastery of the mechanics of writing develops, they can return to their own earlier writing for practice in proofreading.

Part 2 WORD PERCEPTION LESSONS

Part 2 presents a sequential program in word perception skills: context clues, phonetic analysis, structural analysis, and using the dictionary. The Table of Contents for Part 2 gives the teacher an overview of the program. The lessons have been organized in a separate section (1) to enable the teacher to pace the program to fit the needs of her pupils; (2) to allow her to become acquainted with the total program quickly; (3) to facilitate locating material for review and re-teaching.

Lessons in Part 2 are keyed into the block structure. The lessons suggested for each block, and their accompanying Practice Book exercises,

are listed on the first page of each Block in Part 1 of the Source Book.

The lessons of Part 2 are intended to teach essential knowledge of how words are written and the way in which such knowledge can be applied in reading. The teacher directs the application of the skills thus developed as pupils read selections such as those in the reader.

Teachers must recognize that word perception skills are useful only if they are applied by the pupils in reading. There is no value in teaching knowledge about phonics, for example, if pupils do not know how to use it while reading, or if opportunities for independent word recognition are not provided.

Using Context Clues

The most important word perception skill is the use of context. In using context the reader's attention is directed to the meaning of the passage. If he is sensitive to the total meaning and uses phonics clues in conjunction with it, he will be able to identify many words. The use of

context is a carefully reasoned process and should not be confused with guessing. Lesson 59 to 64 of Part 2 teach the use of context in word recognition. It should be noted that these lessons are spread throughout the blocks.

Phonics

Lessons 1 to 58 develop skill in phonetic analysis. A knowledge of the relationship between sound and symbol (that is, the way in which the sounds of oral language are represented by alphabetic symbols) is essential for independence in reading. Since there is not a one-to-one relationship between sound and symbol in English, exceptions must be pointed out.

The teaching of phonics should not be a mechanical process. Children should be presented with many words and guided in forming their own generalizations.

Linguists state that consonant sounds

cannot be pronounced in isolation.

Children learn that each letter of the alphabet *represents* a sound as it occurs in a word. They should recognize, for example, that the letter *r* represents the sound heard at the beginning of words like *run*, *rabbit*, etc.

***Phonics is valuable only as it is applied.**

The teacher must help children to apply their knowledge of phonics to identify unknown words as they read during the word perception lesson, in their Readers and Practice Books, and in *all* reading activities.

Structural Analysis

Lessons 65 to 93 develop skill in structural analysis. Structural analysis is the process of identifying the *meaningful* parts of words — roots, prefixes, suffixes, and inflectional endings. In attacking an unfamiliar word, structural analysis must precede the use of phonics, as a child must isolate the root word before attempting to relate symbol to sound. Often simply through the removal of inflectional endings, a suffix, or a prefix, the root word is recognizable.

The lesson plans as outlined in Part II provide a great deal of material to work with. Since word perception lessons should be short, the teacher should choose from the material to suit her needs or, in some cases, use several short periods to teach the lesson as outlined.

Exercises designed to reinforce the learning of the lessons and to provide opportunities for applying the skills learned are provided in the Practice Book.

Part 3 SPELLING

Spelling is an important part of an integrated program. Language power develops as children learn to understand the ideas of others expressed orally or in writing and to express their own ideas clearly and fluently in speaking and writing. While it is important that children learn to spell correctly, it is recognized that this must be a gradual process, and inability to spell words correctly should not be allowed to interfere with expression of ideas. Just because primary grade children have not completely mastered the spelling of all words and other aspects of the mechanics of writing, they should not be denied the opportunity to communicate their thoughts through writing. Teachers must discriminate between errors in words that the child can be expected to spell correctly (words taught previously in spelling lessons, words of regular phonetic patterns, for example, *fat*, *sat*, *bat*, etc., or very familiar words such as *the*) and spelling errors that result from an honest attempt to use the necessary words to communicate his ideas. In Level Four of the Language Experience Reading Program a planned program in learning to spell correctly is begun.

Part 3 contains suggestions for activities that help pupils to learn to spell, the word lists suggested for each block of work, and specific activities for each block. In each block of work four lists of words are given:

1. Words that are directly related to the phonetic or structure lesson(s) in that block.
2. Words chosen from "Review Words" of the Reading Vocabulary.
3. Other words of high utility for the writing needs of Level Four pupils.
4. A "Test-Study" list. The words in this list are those that most Level Four children have most likely learned to spell independently in Levels Two and Three.

The words in the lists 2, 3, and 4 have have been checked with *The New Iowa Spelling Scale*¹ by Harry A. Greene, *An Integrating Basic Communication Vocabulary* by James A. Fitzgerald² and the lists of Spelling texts in use in the schools.

¹Greene, Harry A., *The New Iowa Spelling Scale*. Iowa City: State University of Iowa, 1954.

²Fitzgerald, James A., "An Integrating Basic Communication Vocabulary," *Elementary English*, March, 1963.

The "Test-Study" list is to be used to check the pupils' ability to spell words studied previously. It is suggested that the teacher, at the beginning of the block of work, dictate words in this list to the children, have them check their own spelling, and write in their spelling notebook the words that were misspelled (any). The children should then work on learning the spelling of these words during the next few days.

In any classroom it is to be expected that there will be levels of spelling ability as well as of reading ability. Teachers may have some children, for example, who will be able to handle only the words in the

"Test-Study" list and perhaps some of the words in the phonetic list. There may be others for whom the suggested lists do not include enough words. For these children teachers will need to extend the list with more challenging words. A spelling program should meet the needs of the children using it, and the teacher must adapt any program to her unique situation.

All of the words included in the Spelling Lists are listed for the convenience of the pupils at the end of the work pages in *My Practice Book*. Pupils should use these lists for help in spelling during their writing activities.

Part 4 INTERPRETATION LESSONS

Word perception is just the first step in the reading process. Unless the pupil understands the total meaning intended by the author and integrates it with his own experience, he is not reading. This often entails going beyond the literal meaning of words to recognize the full implication of what the author has stated. Reading requires the use of not only word perception, but many interpretation skills. It is the responsibility of any reading program to teach children to *understand* and to use the interpretation skills.

Stories to Study

The Language Experience Reading program recognizes the importance of teaching interpretation and so provides a special series of lessons for this purpose. These lessons are based on material contained in a pupil's book called *Stories to Study*. This book also contains exercises for independent application of the skill developed in the lesson. Since most of these exercises require pupils to

relate their own experience to the material read, there can be few absolutely right or wrong answers. Teachers should plan to discuss completed exercises with the group, encouraging pupils to justify their answers. To facilitate meeting the needs of the different ability groups, two levels of *Stories to Study* are provided. *Stories to Study A* should be used with pupils of average and above-average reading ability; *Stories to Study B* should be reserved for use with pupils who are experiencing difficulty with reading. In the latter book, the selections are shorter and easier to read, and the exercises designed especially for these slower-moving students.

Teachers should note that in addition to the workbook editions of *Stories to Study* described above, these books are available in hardcover non-consumable editions. All the selections for the interpretation lessons of Part 4 are included in the hardcover books. As well, the questions used to direct children's thinking about the selections

are incorporated in the pupil's book. Some discussion of the thinking patterns required by each skill is included for the children. Because of these additions, the teacher who uses the hardcover books will have to make some adaptations in the lessons outlined in Part 4 of the *Teacher's Source Book*. She will find, too, that these additions have necessitated some reduction in the number of independent exercises provided for the pupils.

Although directions to the pupils are an integral part of the material in the pupil-book in the hardcover edition, it is strongly recommended that the teacher

use the lessons outlined in the *Teacher's Source Book* and conduct the lessons as a directed, reading-thinking activity.

Lesson plans in Part 4 outline the procedure for the teacher to follow and include questions to focus children's thinking on a particular skill. Again it should be emphasized that *questioning is the most important part of a lesson in interpretation*.

The lessons of Part 4 are keyed into the block organization so that the skill taught can be immediately applied in the reader selection.

The following interpretation skills are taught:

- understanding sentence meaning — direct narration
 - connectives
 - pronoun reference
- understanding the main idea
- noting details
- recognizing relationships — time
 - cause-effect
 - sequence
 - space
- sensing emotional reactions
- forming sensory impressions — visual
 - auditory
- predicting outcomes
- inferring
- making judgments
- drawing conclusions
- distinguishing fact, fiction, and fancy (critical reading)
- following directions
- using a Table of Contents
- making an outline

} research skills

Part 5 LISTENING LESSONS

Importance of Listening

The importance of a high degree of skill in listening cannot be questioned. It is recognized that:

the quality of a child's speech depends in part on the quality of his listening;

listening with understanding contributes to the development of a broad conceptual background;

listening with understanding contributes to vocabulary growth;

listening is the young child's chief method of receiving communications;

listening is an important social tool.

Instruction in Listening Needed

Research has shown that skill in listening is not an innate ability and that listening habits can be improved by direct instruction. Teachers cannot take for granted that a child listens to what is said, nor can they waive their responsibility by labelling a child "inattentive." They must incorporate into their curriculum a program of instruction in listening.

However, the teacher must also be aware of the importance of establishing and maintaining in all classroom activities the practices (both teacher's and pupils') conducive to good listening. Teachers should evaluate their teaching techniques and their classroom routines from the point of view of the listening habits they promote.

Teacher's Check List of Good Listening Practices

1. Do you usually give instructions clearly, but *once only*, so that the pupils know they must listen?
2. Do you, and your pupils, wait until the class is ready to listen before beginning to speak?
3. *Do you encourage children to listen to their classmates by refraining from repeating pupils' answers?*
4. Do you attempt to ensure that your, and your pupils', contributions to class discussions are worth listening to?
5. Do you try to ensure that your pupils are aware of the purpose of each listening activity?
6. Do you insist that a pupil addressing the group speak so that he can be heard?
7. Do you read interesting stories and poems so that the pupils enjoy listening?
8. Do you adjust your voice to the size of the group and the situation?
9. Do you promote a "quiet room" conducive to good listening by refusing to raise your voice and speak above unnecessary classroom noise?
10. *Do you* listen attentively whenever a child speaks to you whether in class or out?

Listening Skills

Listening skills are so closely related to reading skills that a co-ordinated plan of instruction would seem logical. While the intake in one case is aural, in the other visual, the interpretation skills are largely the same. The skilful listener and the skilful reader both formulate a purpose for listening or reading, and decide, according to the purpose, how to listen and how to read. Lessons in the Language Experience Reading Program are organized so that the same interpretation skill is introduced in both listening and reading in any one block.

It is expected, too (since it has been found that primary pupils spend over fifty per cent of their school day listening to others), that the learning of the listening lessons will be applied and reinforced throughout the whole school day. Much of the power of the listening

program will be lost if there is no application of the principles and habits of good listening to other situations, particularly in discussion groups, in which children need to listen both to the teacher and to their classmates.

The suggested plan for a lesson, as outlined in the guide, sets a purpose, provides material (a story, poem, or short essay) to be read orally by the teacher, and suggests a procedure that concentrates on the purpose of the lesson. Though procedures may, of course, be modified, teachers should keep in mind the purpose, and endeavor to focus the thinking of the children on the particular skill being emphasized. If this is done, lessons will not be unduly drawn-out, and the possibility of spoiling stories and poetry by over-analysis will be eliminated.

MY PRACTICE BOOK

My Practice Book — Level 4 is an essential part of the language program and should be considered a teaching tool. It contains exercises related to the reader selections and the word perception lessons. (The exercises on interpretation are contained in the special interpretation book, *Stories to Study*.) Many of the exercises are designed for individual, independent practice, but teachers should recognize the advantages to language learning to be found in having two or three pupils co-operate in thinking through an exercise.

Maximum benefit from *My Practice Book* will be gained if pupils have the opportunity to discuss the completed exercises with the teacher and their peers. This situation provides the teacher with the ideal situation to diagnose the pupils' learning.

Throughout the Practice Book certain exercises are designated as "Special Exercises." These are marked with a heavy black arrow. They are designed to challenge the more advanced pupils and should not be attempted by all the children.

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BLOCK 86

I SKILLS LESSONS

A. LISTENING

For the main idea

Lesson 1: page 433*

Lesson 2: page 434

References are to pages
in Part II of this
Teacher's Source Book

B. WORD PERCEPTION

a) Using the context

Lesson 59: page 288

Practice Book: page 1

b) Phonetic analysis — review consonant letters

Lesson 1: page 231

Practice Book: page 2

C. INTERPRETATION

a) Following directions

Lesson 1: page 355

b) Understanding the main idea

Lesson 2: page 356

STORIES TO STUDY A and B: page 1

Lesson 3: page 357

STORIES TO STUDY A and B: pages 2-3

The page numbers given for
STORIES TO STUDY A and B
refer to the soft cover edition.

D. SPELLING

Page 323	Word list	1. an	2. then
		can	
		man	
		ran	
	Test-Study	I	it
		see	is

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

Theme:
A vivid
imagination
contributes
to the
pleasures of
reading.

1. Oral Discussion

Most pupils have participated in the dramatization of stories in Gr

One.

In the discussion bring out the fact that, in addition to acting out the parts of st
characters we also imagine we can see them and talk to them. This use of our imagin
tion makes the stories that we read seem very exciting and real to us.

Ask your pupils if they have ever had the feeling of taking part in the story they
were reading (or hearing). Discuss the stories and the feeling produced.

2. Writing



Please see the explanation at the beginning of this Source Book.

Suggested
topics

- a) The Most Exciting Story I Know
- b) The Story I Like to Act Out and Why
- c) Friends from Another Book

This could either be a group composition or pupils could be asked to write indiv
dually. You could choose one topic for the group writing and another for an individua
pupil activity at the end of the lesson.

B. READER SELECTION

“KATE’S OTHER FRIENDS”

Theme

A vivid imagination contributes to the pleasures of reading.
(Kate’s other friends are a mystery to Karl and Kim.)

1. Vocabulary



Please see the section on Vocabulary in the Introduction to this Teacher’s
Source Book. Check recognition of the following core words. Pages on which they
occur are given.

Core words:

Page 3 close(d)
 they
 other

Page 7 another

Review words:

Page 3 then
 said

Page 4 does

Other words:

(These words may need special attention. Check pupil's recognition as they read.)

Page 3 really

Page 6 behind

2. Directing the reading

✓ Have the pupils examine the picture on page 3. Identify the two friends to whom Kate is waving as Karl and Kim.

✓ Present the title and have the pupils give their ideas about the identity of Kate's other friends.



In guiding the silent reading the teacher helps the pupils to set the purpose. This purpose ~~should be~~ related to the listening and interpretation skills taught in the block. This direction by the teacher focusses the pupils' attention on a specific reading skill and thus provides opportunity for the application of the skill in the Reader. In this story the skill is finding the main idea.

As outlined in the Introduction, there are two sets of questions for the Guided Reading. These questions are set down side by side, as you may wish, at times, to use them interchangeably. "Group B" is considered the group that is slower in reading. Since many of these questions are factual in nature, they are set down first. The more difficult questions for the faster-learning pupils are on the right-hand side. Sometimes a question is appropriate for both groups and is shown across both columns.



In many instances a teacher may want the pupils to read the whole selection before discussing it.

Suggested questions for guiding the reading:

Understanding
the main idea

B

- | | |
|--------|--|
| Page 3 | Where do Karl and Kim think Kate's other friends live? |
| Page 4 | The boys find out about one of Kate's other friends. Who is the friend? What does Kate tell the boys about her? How do the boys feel now? |
| Page 5 | Which friend does Kate tell the boys about today? Could this friend really live in Kate's house? What does Karl mean when he says, "He must"? (<i>Be sure the pupils understand that Karl is saying, "It must be true if Kate says so."</i>) |
| Page 6 | Find out what the boys ask Kate. Where did the boys look for Kate's friends? |
| Page 7 | Where did Kate tell the boys to look for her friends? Where did they find them? |

A

- | |
|---|
| Why are Karl and Kim puzzled about Kate's other friends? |
| Do the boys believe what Kate tells them about one of her friends? Why do you think this? |
| Kim and Karl find it hard to believe Kate when she tells about her friends. What words tell you this? Which of the boys seems not to believe her? |
| Who do you think Kate's other friends are? |
| How do the boys decide to solve the mystery of Kate's friends? |
| Had you guessed who Kate's friends were? |

In a follow-up discussion bring out that: (1) Kate enjoyed reading so much that she felt as though the storybook characters were her friends; (2) she wouldn't think of missing her playtime with these exciting friends; (3) while Kate's stories sounded improbable, she actually told no lies; she thought of reading as a playtime with friends.

3. Following the reading

Practice Book



a) Use Practice Book page 3.

Please see the explanation of the Special Exercises in the Practice Book (those marked with an arrow) in the Introduction, Page 12.

Poetry

b) **I'VE GOT A NEW BOOK FROM MY GRANDFATHER HYDE**

I've got a new book from my Grandfather Hyde.
It's skin on the cover and paper inside,
And reads about Arabs and horses and slaves,
And tells how the Caliph of Bagdad behaves.
I'd not take a goat and a dollar beside
For the book that I got from my Grandfather Hyde.

Leroy F. Jackson

c) **THE LAND OF STORY-BOOKS**

At evening when the lamp is lit,
Around the fire my parents sit;
They sit at home and talk and sing,
And do not play at anything.

Now, with my little gun, I crawl
All in the dark along the wall,
And follow round the forest track
Away behind the sofa back.

There, in the night, where none can spy,
All in my hunter's camp I lie,
And play at books that I have read
Till it is time to go to bed.

These are the hills, these are the woods,
These are my starry solitudes;
And there the river by whose brink
The roaring lions come to drink.

I see the others far away
As if in firelit camp they lay,
And I, like to an Indian scout,
Around their party prowled about.

So, when my nurse comes in for me,
Home I return across the sea,
And go to bed with backward looks
At my dear Land of Story-books.

Robert Louis Stevens

C. ACTIVITIES RELATED TO BLOCK 86



The activities marked with an asterisk are considered as essential.

game —
riddles

- *1. Play the game "Storyland." A pupil assumes the identity of a favorite storybook character and another asks questions that will help to discover who the character is. Choose one pupil to begin the play. That pupil will choose a partner from the class and will begin the questioning. The conversation follows this pattern:

"Where do you live?"
 "In Storyland."
 "What are you?"
 "I am (pirate with a hook for an arm)."
 "Oh! You must be (Captain Hook) or,
 How do you do (Captain Hook)."

writing —
justifying
a choice

2. Have each pupil complete the following statement, filling in the blank with a name of his choice and writing a paragraph:

"_____ is my favorite storybook friend because _____."

completing
an outline

- *3. Have pupils complete the following outline:

If I were _____ (a storybook character).
 I would live _____
 My friends would be _____
 I would like to _____
 I might _____ (an incident).

Through discussion, develop the idea of the pupil putting himself into the position of the storybook character.

ting a story

- *Pupils might use the last sentence they completed in the outline as the basis for a more complete story.

Poem

Page 2

OUT AND
AWAY

EVERYBODY SAYS

Read the poem to the pupils.

Ask the pupils which two lines mean almost the same thing.

("I look just like . . ."
 "I'm the image of . . ."

Discuss how the child probably feels. Why do the pupils think she feels that way? Have they ever felt like that? When?

Read the poem again.

BLOCK 87

I SKILLS LESSONS

A. LISTENING

To interpret the direct words of the speaker

Lesson 3: page 436

Lesson 4: page 437

B. WORD PERCEPTION

a) Using the context

Lesson 60: page 289

Practice Book: page 4

b) Phonetic analysis — review consonant letters

Lesson 2: page 232

Practice Book: page 5

C. INTERPRETATION

a) Research skills — using a Table of Contents

Lesson 4: page 358

b) Understanding sentence meaning — direct narration

Lesson 5: page 359

STORIES TO STUDY A and B: page 6

D. SPELLING

Page 325

Word list

1. all
call
ball
fall
tall
2. eat
3. mother

Test-Study

- my
me
- the
we

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

Theme: The young acquire knowledge from older people.

1. Oral Discussion Discuss situations in which children learn from older people. Attempt to develop an awareness that children can profit from the experience of their elders and that they can avoid many problems by following their advice. Avoid suggesting an attitude of over-dependence; stress the necessity for interest and effort on the part of the learner.

2. Writing

Suggested topics

- a) What we can learn from:
 - the coach of the "little league" hockey team;
 - a brother who is in high school;
 - a brother who is in the fourth grade;
 - the school caretaker; etc.
- b) People who teach us.
- c) What animals teach their young.

B. READER SELECTION

"THE POLITEST GIRAFFE IN AFRICA"

Theme: The young acquire knowledge from older people.
(Jerry really wasn't very polite — until his mother told him a secret.)

1. Vocabulary

Core words:

Page 9 really

Page 10 only

Review words:

Page 8 eat

Page 9 could
know
all

Other words:

Page 8 both Page 10 higher
suddenly

Page 9 polite Page 11 important
careful blew

Page 13 excuse

2. Directing the reading

Present the story title. Relate it to the illustration on page 8. Consider briefly the nature of the African jungle in which the giraffe lives.



Emphasis in this reading will be on the understanding of direct narration. Oral reading will help the pupils to develop a fuller understanding of the contribution of direct narration to story interest. However, the good silent reader also interprets and enjoys direct narration as he reads. It is suggested that in some cases the pupils *think* about and discuss the feelings and ideas expressed without having them interpreted orally.

If necessary, review briefly the use of quotation marks before beginning.

Suggested questions to guide the reading:

	B	A
Page 8	Discuss the significance of the spelling of "awaaaaay."	
Direct narration	Who taught Jerry how to get his breakfast?	How did Jerry surprise the bird? How did he come?
Page 9	<i>(Discuss the conversation between Jerry and the bird. Bring out the feelings of the speaker. Have each speech read orally to interpret the feeling.)</i> How do you think the monkey spoke?	
Page 10	What did Jerry tell the monkey? Read his exact words. Read the monkey's answer. Why did Jerry cry?	What solution to his problem did Jerry think of? Read the line that tells how it made him feel.
	Who said, "What's the matter, Jerry?" - - - - -	
Page 11	Which word tells how Jerry spoke? Does Mother understand Jerry's question? What had Mother Giraffe forgotten? Why does she whisper, "Anyone home?"	Read this page, watching for clues that tell how the characters spoke. <i>(Discuss the mother giraffe's second speech when the clues are all in the context of the speech.)</i> Read orally the conversation between the two giraffes.
Page 12	<i>Have two pupils take the parts of the giraffes and read the page orally. Only the direct words of the speaker should be read. (Be sure to have preparatory silent reading.)</i>	
Page 13	What did Jerry do the next time he was hungry? Show how he was answered.	What happened the first time Jerry followed his mother's advice?
	How did Jerry earn the title "the politest giraffe in Africa"?	

3. Following the reading

Practice Book

a) Use Practice Book page 6.

C. ACTIVITIES RELATED TO BLOCK 87

- completing sentences
1. Write open-ended sentences related to the story, "The Politest Giraffe in Africa," and have the pupils complete them.

Jerry Giraffe was _____.

When Mrs. Bird saw Jerry, _____.

The little monkey _____.
- writing a paragraph
- *2. Ask the pupils if they ever teach someone younger and less experienced; for example, a younger brother or sister, a new boy or girl at school, or a pet. Have the pupils write a paragraph about a situation of their choice.
- justifying a choice
3. Have the pupils complete the following:

"If I wanted to learn about (specify certain things) I would ask _____

because _____.
- (related to interpretation Lesson 5)
writing a conversation
- *4. Have the pupils suppose that the mouse and the lion met again six months later. Have them write the conversation that might take place. Remind them to show, by using quotation marks, the words of the speaker.

BLOCK 88

I SKILLS LESSONS

A. LISTENING

For details

Lesson 5: page 438

Lesson 6: page 439

B. WORD PERCEPTION

Phonetic analysis – review consonant blends

Lesson 3: page 233

Practice Book: page 7

Lesson 4: page 235

C. INTERPRETATION

Noting details

Lesson 6: page 360 ✓

STORIES TO STUDY A and B: pages 2-3

Lesson 7: page 361

STORIES TO STUDY A and B: page 8

D. SPELLING

Page 325

Word list

1. green
brown
tree

2. have
any

3. dolls
cars

Test-Study

doll
car

an
at

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

Theme:
Hobbies are
usually
related to
each person's
interest.

- 1. Oral Discussion** Most pupils will have "saved" things even if they haven't used the word "collection" to describe their treasures. As they tell which things they collect, list them on the board under two headings, "boys" and "girls." Then ask for things collected by parents and older brothers and sisters. List these in separate columns. In discussion bring out that we collect things because we're interested in them or in something related to them. Certain objects are more popular with collectors than are others. Boys are more likely to collect certain things, girls other things. Some things are collected by people of either sex, and of varied ages, (stamps, coins). The people who collect get pleasure and satisfaction from their collections. So do others who view the collections.

2. Writing

Suggested
topics

- a) List of things that make interesting collections.
- b) List of collections in the classroom.
- c) A description of a specific collection.
- d) Write a story: "I Had to Throw Away My Collection."

B. READER SELECTION

"COLLECTION DAY"

Theme Hobbies are usually related to each person's interest.
 (Jimmie finds out that he has a collection too.)

1. Vocabulary

Core words:

Page 15 some
 thing
 everyone

Page 16 everything
 anything

Review words:

Page 14 show
 have
 bring

Page 16 any

Other words:

Page 14 world Page 17 beautiful
 surely

Page 15 countries model
 collect
 soldiers

Page 16 remember

2. Directing the reading

Introduce the title and refer to the picture on page 14. Have the pupils note the setting, then ask for suggestions about the meaning of the title. The pupils are used to showing things at school. ("Show and Tell time" in Grade One) They may also have had special days for showing pets or flowers or books. From this common experience of *a day* for a special thing, you can lead into the idea of a special day for showing collections.



Some pages in this story are long and full of detail. For the silent reading, specific amounts are designated, by page, paragraphs, or lines.

Noting details

The following suggestions are presented for use in directing pupils to look for details in this selection.



Pupils listen as you give the comments or questions and designate the amount to be read. They then read silently. Following this, their answers are given orally, in their own words, unless you specifically ask that they read from the book. Discussion of the answers may or may not follow each section. Sometimes discussion will not take place until several pages have been read silently.

Suggested questions for guiding the reading:

	B	A
Page 14 (Para. 1)	What kind of show were the children going to have? When?	What was "Collection Day"? When was it to be? What collections did Molly and Joe have?
(Para. 2 and 3)	What could Molly bring? How many?	
(rest of page)	What was Joe's collection?	
Page 15 (Lines 1-11)	What was special about Peter's collection of stones? Why didn't Jimmie ask to bring his collection? Why was he not excited?	What was Peter's collection like?
Page 15 (Lines 12-15)	Jane, John, Tom and Bill had collections too. What were they?	(Lines 12-21) Four other children had collections. What were they? Why didn't Jimmie have a collection?
(rest of page)	Why didn't Jimmie have a collection?	
Page 16 (Para. 1)	What did Jimmie do when he went to his room? What did he think about?	When Jimmie thought of a collection what did he think of?
(Para. 2)	What did Jimmie do when he wasn't happy? He did this at other times too. When?	When did Jimmie like to draw?
Page 17 (Para. 1)	Jimmie made two pictures. What was in each one?	Describe the house and the tree that Jimmie drew.

B**A**

est of page)

Jimmie thought that if he saw some other collections he might be able to think of something to collect himself. But it didn't work that way. He just wanted to draw what he saw. What did he see to draw at Jane's? Tom's? Bill's houses?

What did Jimmie draw next? How did he get his idea?

Page 18
(Para. 1)

What had Jimmie decided about his collection by Friday?

On Friday what did Jimmie and the other children do?

(Para. 2)

What did the other children do? What did Jimmie do?

(Para. 3)

What happened after everyone had examined the collections?

Page 19
(Para. 1)

What dolls did Molly tell about? How many children couldn't tell about their collections?

What happened after everyone had examined the collections? What did Jimmie have to say for himself? How did he feel?

est of page)

What did Jimmie tell Miss Smith about his collection? What was her answer?

Pages 20-21

What kind of book did Miss Smith think Jimmie had? What did Jimmie think of his book? What did Miss Smith think of it? What did the children think of it?

How did the class get to see Jimmie's book? What did Jimmie—Miss Smith—the rest of the children—think of his book?

Comment briefly on the fact that Jimmie was interested in drawing, and liked it and that it *really* was his hobby. He didn't even realize that he had a "collection" because it was so different from those of the other children.

3. Following the reading

Practice Book

a) Use Practice Book page 8.

b) Have a Collection Day as described in the story.

C. ACTIVITIES RELATED TO BLOCK 88

making
a collection
of drawings

1. Have each pupil draw a picture of something he collects or would like to collect. Fasten the drawings together in book form. Have a cover made titled *Our Collection*.

writing a
note

*2. Discuss what one would do if he were interested in knowing more about a certain person's collection. Develop co-operatively the outline of a note asking for information. Have the pupils each write actual notes.

(related to
Listening
Lesson 5)
justifying
a choice

3. In the poem "Thanksgiving Magic," the child likes best the magic made by cooks. Have the pupils tell, either in drawings or in writing, what kind of magic each of them prefers. Remind the pupils that they should tell *why* they prefer this kind.

description

*4. Have pupils describe orally for the class, or a group of pupils, a collection they have seen. When the speaker is finished, have the audience ask questions of the speaker. Remind the audience to frame their questions carefully, so that the speaker knows what the question means.

BLOCK 89

I SKILLS LESSONS

A. LISTENING

For sensory images — visual

Lesson 7: page 440

Lesson 8: page 441

B. WORD PERCEPTION

Phonetic analysis — review consonant digraphs

Lesson 5: page 236

Practice Book: page 9

Lesson 6: page 238

C. INTERPRETATION

Forming sensory impressions — visual

Lesson 8: page 362

STORIES TO STUDY A: pages 10-11

STORIES TO STUDY B: page 10

D. SPELLING

Page 325	Word list	1. they that why when	2. help	3. story
	Test-Study	am come	do he	

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

Theme: The beauty of nature can enrich our lives.

1. Oral Discussion Discuss the beauty of our natural surroundings, directing attention to the many things we "see" every day but which are so taken for granted their beauty passes unnoticed.

2. Writing

Suggested topics

- a) A description of something familiar to all your pupils. (A tree in the school yard in its autumn colors; a local scene; a flower.)
- b) Winter beauty.
- c) "The Most Wonderful Color."

B. READER SELECTION

"MARY ANN OF THE NORTH"

Theme The beauty of nature can enrich our lives.
(Mary Ann was enchanted by the beautiful dancing northern lights.)

1. Vocabulary

Core words:

Page 22 each

Page 24 than

Review words:

Page 22 help(ed)

Page 27 about

Other words:

Page 22	Alberta northern forest ranger	Page 24	aglow streamers Aurora Borealis northern lights
Page 23	correspondence school language lesson Edmonton	Page 25	Prince
		Page 28	moon beam flew

2. Directing the reading

Present the story title. On a map of Canada, point out where Mary Ann lives. Study the picture of Mary Ann's home.



It is essential to the understanding of this story that the pupils distinguish between Mary Ann's imaginings and the narrative of the real events.

The nature of the discussion of the first two pages will depend on the experience of your pupils. Be sure they recognize the isolation of Mary Ann's home and the service provided by the correspondence school. Do not interrupt the story with an *extended* discussion but you may wish to deal with the subject at greater length as a follow-up activity.

Forming
sensory
impressions—
visual

Suggested questions for guiding the reading:

B

A

Page 22	Where is Mary Ann's schoolroom? Tell how it looks.	Imagine that it is ten o'clock on Monday morning. Describe what is happening in Mary Ann's schoolroom.
Page 23	Where are Mary Ann's teachers? How do they mark her work? What subject does she have trouble with?	Is Mary Ann a good pupil?
Page 24	<i>Have the pupils look at the photograph and introduce the name <u>Aurora Borealis</u>. Read the first paragraph orally to the pupils as they look at the picture. Compare the word picture with the photograph.</i>	
Page 25	What did Mary Ann do? What did the dancing lights remind her of? Read the second paragraph orally. Picture the northern lights. Now think of the bright light zig-zagging across them. What did Mary Ann imagine was happening?	What did Mary Ann imagine she saw as she looked at the northern lights? What part of the story on this page is real and what part is make-believe? Close your eyes and picture the northern lights. Now watch with Mary Ann as the bright light flashes across the sky. (<i>Read orally, beginning with paragraph 2.</i>)
Page 27	What did Mary Ann imagine as she saw the bright colors flashing? What is the prince doing? What do the fairies do as he zooms past? How does this make the northern lights look? What did the prince tell the fairies? How do you think the fairies might stop the prince?	As you read, picture the fairies and the prince. Why has the prince been zig-zagging all over the sky?
Page 28	How did the fairies save the prince? Re-read the last paragraph. How do the northern lights look now? (<i>Be sure the pupils recognize that Mary Ann's imaginative story ended when the lights stopped dancing.</i>)	
Page 29	What disturbed Mary Ann? What did she tell her mother? What did Mary Ann decide to do? How did it happen that Mary Ann saw the northern lights so early in the evening? Do you think Mary Ann had ever seen the northern lights before? Do you think she watched for them the next evening?	What kind of mark do you think Mary Ann will get on her language lesson?



In the follow-up discussion try to bring out that the beauty of nature is always around us but that we often ignore it until something dramatic draws attention to it.

3. Following the reading

Practice Book

a) Use Practice Book page 10.

Poem

b) Read the poem "Have You Watched the Fairies?" to show how another child imagines the fairies.

HAVE YOU WATCHED THE FAIRIES?

Have you watched the fairies when the rain is done
Spreading out their little wings to dry them in the sun?
I have, I have! Isn't it fun?

Have you heard the fairies all among the limes
Singing little fairy tunes to little fairy rhymes?
I have, I have, lots and lots of times!

Have you seen the fairies dancing in the air,
And dashing off behind the stars to tidy up their hair?
I have, I have; I've been there!

Rose Fyleman

C. ACTIVITIES RELATED TO BLOCK 89

writing a
letter

*1. Have each pupil write a letter to Mary Ann telling one incident about his school life. Discuss one or two typical incidents before the writing.

remembering
details

2. Have pupils write three new things they learned from the story "Mary Ann's Story."

(related to
Listening
Lesson 7)
adjectives

*3. In the poem "General Store" the poet uses descriptive words to make us "see" and "hear" the store. Have pupils think of as many words as they can to describe each of these things that were in the store:

string	sugar
tins of tea	bananas
peppermint	rubber boots
pots and kettles	

(related to
Listening
Lesson 8)
writing a
description

*4. Have the pupils write a description of the house they most like to visit. Before asking the pupils to write, discuss how one "describes" things and what kinds of things they should tell in their paragraphs.

Poem**PRETENDING**

Page 30,
OUT AND
AWAY

Discuss briefly the use of imagination by Mary Ann in "Mary Ann's Story." Have the pupils locate "Pretending" in the Table of Contents. Ask how it can be identified as a poem.

Have pupils turn to page 30 and consider the picture. Compare Mary Ann's pretending to that of the little girl in the picture.

Read the poem to the class as pupils study the picture.

Discuss Mr. Brown's response, using both the words and the illustration as clues

Relate the little girl's experience to experiences of your pupils. Girls will likely comment particularly on wearing their mother's shoes. Direct attention to the second line. Read it to indicate the problems children have with their mother's shoes.

Have the pupils read the poem silently. Encourage better readers to prepare it for oral reading.

BLOCK 90

I SKILLS LESSONS

A. LISTENING

(No lessons suggested for this block)

B. WORD PERCEPTION

- a) Phonetic analysis — double consonants

Lesson 7: page 239

Practice Book: page 11

- b) Structural analysis — review inflectional endings

Lesson 65: page 293

C. INTERPRETATION

- a) Understanding sentence meaning — punctuation

Lesson 9: page 364

D. SPELLING

Page 326

Word list

1. funny
pretty
happy

2. went
who

3. work

Test-Study

fun
cat

boy
dog

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

Theme: Children must develop a sense of responsibility for their own actions.

1. Oral Discussion The discussion could centre on those aspects of behavior for which pupils in Grade Two are responsible: (1) in the room, (2) in the cafeteria, (3) on the playground, (4) on the school bus. Choose those topics that apply to your school situation and to your pupils.

2. Writing The writing could develop easily from the oral discussion.

Suggested topics

- a) Responsibility of Grade Two pupils on the playground.
- b) A story about a specific instance illustrating either responsible behavior or the lack of it.
- c) An account of either parent or teacher reaction to either responsible or irresponsible behavior by a child.

B. READER SELECTION

"MR. NOBODY"

Theme Children must develop a sense of responsibility for their own actions.
(Billy discovers that when Mr. Nobody is doing Mother's work, things aren't very pleasant.)

1. Vocabulary

Core words:

Page 33 very
well

Review words:

Page 31 think(ing)
who
went

Other words:

Page 31 whistling Page 35 half-past
middle nearly

Page 32 thoughtfully Page 36 instead
sure

Page 33 chocolate
icing
through

2. Directing the reading

Have the pupils examine the picture on page 31 and evaluate Billy's behavior (didn't close the door or wipe his feet).

Introduce the title. Encourage the pupils to anticipate that, as they read the story, they will find out who Mr. Nobody is and what part he plays.

Suggested questions to guide the reading:

Understanding
main idea

B

Page 31

How do you know that Billy is often careless around the house?

Page 32

Who ate the last cookie? Whom did Billy say took it? What does Mother think? How was Billy careless?

Do you think Billy really means to be so careless? Whom did he blame for leaving the door open? What do you think Mother should do?

Page 33

Mother and Billy have a conversation at dinner. Find out what they said. Stop reading where Billy stops talking.

(The pupils decide when they have read enough. You may ask them to point to the last word that they read, in order to check their ability to do this.)

What did Billy do all through the ball game? The next paragraph tells you.

What careless things did Billy do on his return home?

Page 34

What surprised Billy when he got home?

Page 35

How does Billy look in the picture? Read and find out if he feels this way.

How do you think they can have supper if Mother isn't cooking it?

Page 36

Who does Mother say is getting their supper? What did that make Billy think about? What did he do then?

How can you tell that Billy knows Mr. Nobody is just an excuse?

Page 37

What does Mother do? - - - - -

Discuss Mother's method of handling Billy's behavior, Billy's reaction, and possible future behavior.

A

What did Billy do after getting his cookie? What else suggests that Billy isn't very careful around the house?

Two more things that happen show that Billy hasn't learned to accept responsibility for his actions. What are they?

Do you think Billy knows that he's not behaving as he should? What would you do if you were Mother?

There are three parts to the story on this page. They tell about what happened at dinner time, after school, and after the ball game. Read and find out what happened at each time. Has Billy become any more responsible? How do you know?

What surprise was waiting for Billy?

How does Billy feel about Mother's behavior?

Mother explains how they will get their supper. Did Billy understand what Mother meant? How do you know?

3. Following the reading

Practice Book

- a) Use Practice Book page 12.
- b) Have the pupils decide "Who said it?" and write each sentence under the appropriate name.

Mother

Billy

"I wanted to read this book."
"Nobody that I know of."
"I don't think so."
"Did you leave the door open?"
"Who walked on my floor with wet feet?"
"We're going to have a very good supper."
"I am very hungry."
"Mr. Nobody can't very well get supper."

Poem

c)

MR. NOBODY

I know a funny little man
As quiet as a mouse,
Who does the mischief that is done
In everybody's house!
There's no one ever sees his face,
And yet we all agree
That every plate we break was cracked
By Mr. Nobody.

The finger marks upon the door
By none of us are made;
We never leave the blinds unclosed
To let the curtains fade.
The ink we never spill; the boots
That lying round you see
Are not our boots — they all belong
To Mr. Nobody.

'Tis he who always tears our books,
Who leaves the door ajar,
He pulls the buttons from our shirts,
And scatters pins afar;
That squeaking door will always squeak,
For, prithee, don't you see,
We leave the oiling to be done
By Mr. Nobody.

Author Unknown

C. ACTIVITIES RELATED TO BLOCK 90

writing

*1. Suggest to pupils that all of us sometimes do things that we would like to blame on "Mr. Nobody." Discuss some of these things with the pupils. Have each pupil write composition called "What I Would Like to Blame on Mr. Nobody."

(related to
Interpretation
Lesson 9)
punctuation and
intonation

*2. Have each pupil write one sentence of each kind discussed in Interpretation Lesson 9. Have them exchange papers and read the sentences orally, supplying the correct intonation.

BLOCK 91

I SKILLS LESSONS

A. LISTENING

For sensory imagery – auditory

Lesson 9: page 443

Lesson 10: page 444

B. WORD PERCEPTION

a) Structural analysis – plural and possessive endings

Lesson 66: page 294

Practice Book: page 13

b) Structural analysis – endings of comparison

Lesson 67: page 296

Practice Book: page 14

C. INTERPRETATION

Forming sensory impressions – auditory

Lesson 10: page 365

STORIES TO STUDY A and B: pages 14-15

D. SPELLING

Page 326	Word list	1. fast faster fastest	2. there over	3. brother
	Test-Study	no not	go so	

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

Theme: **1. Oral Discussion** Discuss situations in which children have been frightened simply because they did not understand. The topic might be introduced by considering the reactions of some very young children to Halloween costumes. Centre the discussion on actual incidents your pupils can tell about.

We fear what we don't understand.

2. Writing

Suggested topics a) "I was really afraid when _____" (a group mystery story.)
b) Night sounds.

B. READER SELECTION

"NOISES IN THE DARK"

Theme We fear what we don't understand.
(Donald thought seven was too old to be afraid of the dark.)

1. Vocabulary

Core words:

Page 38 afraid

Page 39 turn(ed)

Review words:

Page 38 there

Page 42 over

Other words:

Page 38 flashlight Page 42 register
scratching

Page 40 heard
breath Page 43 shaking

Page 41 moving Page 44 willow
ghost

2. Directing the reading

Present the title. Relate it to the illustration on page 39. Discuss this frightened looking boy's probable reaction to noises in the dark.

Encourage the pupils to form vivid auditory and visual images as they read. Selective oral reading will serve to strengthen the imagery.

Suggested questions for guiding the reading:

Forming
sensory
impressions

B

Page 38

Why had Donald always kept a light on at night? What had his father given him to replace it? How does Donald feel about the change?

Page 39

What did Donald do as soon as his mother left?

Imagine how the room felt. Read the last two lines orally to show how Donald felt.

Page 40

Read orally the sentence that describes what Donald heard. Where was the noise coming from?

Imagine how Donald looked as he heard the sound. (*Encourage pupils to express a diversity of opinions – he pulled the covers up over his head; he buried his face in the pillow; etc.*)

Page 41

What was the noise? What caught Donald's eye as he turned over?

Page 42

What was the ghost? What kind of noise frightened Donald next? What "sound words" does the author use?

Page 43

What did Donald decide to do? How did he feel as he pulled the drape?

Do you think Donald was brave? -----

Page 44

Is Donald frightened now? Read the second paragraph showing how the tree sounds now.

Do you think Donald will ever be afraid in the dark again?

A

Why did Donald feel a little sad on his birthday?

Why did Donald flash the light around the room?

Describe what Donald heard. Describe what he did.

Why did Donald have trouble finding his flashlight? Describe what he had seen that made him so frightened.

Close your eyes and try to hear what Donald heard. What sound words did the author use? Find three sentences where they are used. Read them orally to show how frightening the noise was.

As you listen, imagine you are in Donald's place. (*Have the last paragraph read orally.*)

The author uses the same sound words as he used on page 42. Read the second paragraph and show how the sound has changed for Donald.

3. Following the reading

Practice Book
Poem

- a) Use Practice Book page 15.
- b) Read "Some One" as another expression of strange, unexplained sounds.

SOME ONE

Some one came knocking
At my wee, small door;
Some one came knocking;
I'm sure — sure — sure;
I listened, I opened,
I looked to left and right,
But nought there was a-stirring
In the still dark night;
Only the busy beetle
Tap-tapping in the wall,
Only from the forest
The screech-owl's call,
Only the cricket whistling
While the dewdrops fall,
So I know not who came knocking,
At all, at all, at all.

Walter de la Mare

C. ACTIVITIES RELATED TO BLOCK 91

using adjectives

- *1. Write several sentences related to the story "Noises in the Dark". Have the pupils improve them by adding adjectives.

- a) Donald lay wide awake in his _____ room.
- b) Donald heard _____ noises.
- c) Donald has a _____ flashlight.
- d) The _____ thing moved over and back, over and back.
- e) Donald's T-shirt was _____.
- f) The _____ willow tree was tapping on the window.
- g) Donald pulled back the _____ drapes.

sounds as
motivation for
telling or
writing
imaginative
stories

- *2. Have the pupils close their eyes and listen intently. As they identify various sounds have pupils describe them. The sources of the sounds will probably be easy to determine but have the pupils think of unusual causes. The accompanying discussion should suggest many stories for pupils to tell or write.

(related to
Interpretation
Lesson 10)
relating an
experience

- *3. Have the pupils tell about a time when they were alone in a house. Encourage them to describe the sounds they heard. Give the pupils time to think about what they will say. This activity could be carried out with small groups of pupils.

BLOCK 92

I SKILLS LESSONS

A. LISTENING

For the sequence of ideas

Lesson 11: page 445

Lesson 12: page 446

B. WORD PERCEPTION

Phonetic analysis — review short vowel sounds

Lesson 8: page 240

Practice Book: page 16

Lesson 9: page 242

Practice Book: page 17

C. INTERPRETATION

Recognizing relationships — sequence

Lesson 11: page 366

STORIES TO STUDY A and B: page 16

Lesson 12: page 367

STORIES TO STUDY A and B: pages 18-19

D. SPELLING

Page 327	Word list	1. has cup fell hit got	2. going now	3. apple
	Test-Study	as in	bed on	

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

Theme:
Children
develop a
sense of
right and
wrong.

1. Oral Discussion

Recall the story "Mr. Nobody" and Billy's carelessness and lack of responsibility. Point out that he didn't mean to be naughty but was careless. Introduce the word *mischievous* and have pupils give examples of actions which they or their parents consider mischievous.

Compare Billy's careless actions that were really the result of lack of concern a habit, and the mischievous actions that had an element of wanting to tease, startle, or surprise someone. Bring out that some mischievous actions are more serious and more dangerous than others. Sometimes we can't predict *how* serious or dangerous a little mischief will turn out to be.

There have probably been mischievous incidents in your class or on the playground recently. These will provide good examples. You could begin your discussion with reference to such an incident and have pupils determine *why* it would be called "mischievous."

Help pupils to see that much of the mischief done by small children and pets occurs because they don't know any better, or because they are trying to copy others who they aren't capable of doing so. The pupils will be able to think of examples of this type of action. They should also realize that as small children grow up they learn how to keep out of mischief.

2. Writing

Suggested
topics

- a) Mischief — on the playground.
— in the classroom.
— on the bus.
— in the cafeteria.
- b) My (a pet) gets into mischief.
- c) My Little Brother's Mischief.

Any of the above themes could have a single episode with causes and results included, or could be an account of different types of mischief.

B. READER SELECTION

"TWO KINDS OF MISCHIEF"

Theme

Children develop a sense of right and wrong.
(Jerry learns about "almost" mischief and "real" mischief.)

1. Vocabulary

Core words:

Page 47 almost
never

Page 50 real

Review words:

Page 46 now
 go

Page 47 going

Other words:

Page 45 different Page 48 garage
 kinds enough
 against
 easy

Page 46 fence Page 49 close
 stretched

Page 47 climb Page 50 carefully

Page 57 break

2. Directing the reading

Have the pupils look at the picture on page 45. Identify the two boys and note their ages. Ask which one is more likely to get into mischief. Present the title and have the pupils tell what they think the two kinds of mischief might be.

Recognizing
relationships —
sequence

In reading to understand sequence pupils need to understand that *order* is important. Employing visual imagery as they read will help pupils to remember events in logical sequence.

Suggested questions for guiding the reading:

B

A

Page 45

What did Paul and Jerry do after they were introduced?

Something happened that isn't mentioned in the page. What was it?

Page 46

What did the boys do when they finished eating the cookies?
How would you answer Jerry's question?

What did the boys do next?
Who suggested it?

Page 47

What did Jerry and Paul get for the rabbits?
What did Paul remember first? next?

Paul did something he shouldn't have, some *almost* mischief, and something that he should have done. What were those three things?

Was Paul's next suggestion mischief? -----

Page 48

Was it? Why not?
On page 49 the picture shows Paul up the apple tree. Why did he go there and how did he get there?

Have the pupils look at the picture on page 49, then read page 48 to discover what events led up to the picture.

Page 49

What is Paul doing in the picture? If you were to draw the next picture what would you put in it?

Pretend that you were watching and tell exactly what happened next.

Pages 50 - 51

B

Have the pupils read about one event, state orally what took place, read about the next, and make an oral statement. Continue this procedure until Paul suggests that they go home.

A

Follow the same procedures as on page . Be sure pupils keep the events in order Paul and Jerry went home, but before th did, what things did Paul do?

What two kinds of mischief did Jerry find out about and how?

Following the reading pupils might discuss *why* Paul stayed out of mischief so long.

3. Following the reading

Practice Book

a) Use Practice Book page 18.

Poem

b)

THE GOOD LITTLE GIRL

It's funny how often they say to me, "Jane?

"Have you been a *good* girl?"

"Have you been a *good* girl?"

And when they have said it, they say it again,

"Have you been a *good* girl?"

"Have you been a *good* girl?"

I go to a party, I go out to tea,

I go to an aunt for a week at the sea,

I come back from school or from playing a game;

Wherever I come from, it's always the same:

"Well?

Have you been a *good* girl, Jane?"

It's always the end of the loveliest day:

"Have you been a *good* girl?"

"Have you been a *good* girl?"

I went to the Zoo and they waited to say:

"Have you been a *good* girl?"

"Have you been a *good* girl?"

Well, what did they think that I went there to do?

And why should I want to be bad at the Zoo?

And should I be likely to say if I had?

So that's why it's funny of Mummy and Dad,

This asking and asking, in case I was bad,

"Well?

Have you been a *good* girl, Jane?"

A. A. Milne

C. ACTIVITIES RELATED TO BLOCK 92

oral —
retelling a
sequence
of events

*1. Use the last sentence in the story "Two Kinds of Mischief" — "Then Paul told the whole story." Have someone pretend to be Paul and tell his story to his mother. Have the others check to see that he follows the correct sequence of events.

recognizing
relationships —
sequence

2. Have pupils read or write the following sets of sentences in the order in which they happened:

- a) Mother got the boys a cookie.
Mother heard Paul's story.
Mother told the boys to play.
Mother helped Jerry's mother.
- b) Paul went home.
Paul got money from his bank.
Paul broke the window.
- c) Jerry told Mother about mischief.
Jerry asked about mischief.
Jerry found out about mischief.

writing —
cause-effect

*3. Discuss with the pupils other ways in which the story "Two Kinds of Mischief" might have ended. Bring out the idea that mischief often has unexpected consequences. Discuss the possible consequences of the mischief and "almost mischief" in the story. Have each pupil write a story about one piece of mischief and its consequences.

Poem

MY PINK DREAM

Page 52,
END AWAY

Pupils should note that this selection is a poem when they locate it in the Table of Contents. Have them speculate *briefly* about the probable content of the poem and then turn to page 52.

Study the picture, bringing out the setting and the girl's delight. (Do not at this point correct pupils who suggest it is a carnival or a fair.)

Read the first verse and talk about the girl's response to her circus trip.

Re-read the first verse and continue to the end of the poem.

(Be sure you are thoroughly prepared for the reading so that you can indicate the complete change of mood.)

Discuss the change in the dream. (Pupils should note the line, "Wherever I tried to run," suggests that the child wants to get away from the candy floss. Consider reasons for this.)

Read the poem again as pupils follow in their books.

Have the pupils combine the ideas presented in the first and last stanzas to describe the day at the circus.

(Some pupils may recall the story "Who Likes Candy" in *For Me Level 2B*, and see the relation.)

Have individual pupils prepare and read the poem orally.

BLOCK 93

I SKILLS LESSONS

A. LISTENING

For emotional reactions of the story characters

Lesson 13: page 447

Lesson 14: page 448

B. WORD PERCEPTION

a) Phonetic analysis – review long vowel sounds

Lesson 10: page 243

Lesson 11: page 244

Practice Book: page 19

b) Phonetic analysis – review silent e

Lesson 12: page 245

Practice Book: page 20

C. INTERPRETATION

Sensing emotional reactions

Lesson 13: page 368

STORIES TO STUDY A and B: pages 20-21

Lesson 14: page 370

STORIES TO STUDY A and B: pages 23-24

D. SPELLING

Page 327	Word list	1. cake	2. best	3. dress
		cone	new	
		hide		
		game		
	Test-Study	she	like	
		be	came	

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

Theme: Each person must assume responsibility for his own actions.
 1. **Oral Discussion** Initiate the discussion with a reference to the poem, "My Pink Dream." As far as possible confine the discussion to experience in which class members have had to accept the consequences of their actions.

2. Writing

Suggested topics

a) I forgot to call my mother and ask if I could go home with my friend after school.

b) Dad said to wait until he could help me build the dog house.

c) I didn't get what Mother wanted, because _____.

B. READER SELECTION

"ANN'S PINK DRESS"

Theme: Each person must assume responsibility for his own actions.
 (Ann schemed to get her own way — but soon regretted it.)

1. Vocabulary

Core words:

Page 54 wear

Page 55 should

Page 56 would

Page 59 cried

Review words:

Page 55 best

Other words:

Page 54 school concert Page 58 caught
 bought

Page 55 clothes

Page 59 stain

Page 56 present
 change

2. Directing the reading

Present the story title.



Encourage pupils to realize, as they read, that Ann's difficulties were of her own making.

Sensing
emotional
reactions

Suggested questions for guiding the reading:

B

A

Page 54

Where have the girls been invited? Do they expect to have a good time?

How do the girls feel? (*Pupils should note the normal high spirits of seven-year olds; as yet there is no particular excitement about the party.*)

Page 55

Discuss the meaning of "just about everyone" in the first sentence.

Why can't Ann wear her best dress?
How does Ann feel when she knows she can't wear it?

Was Ann surprised that her mother would let her wear her new dress? Do you think her mother will change her mind? Who do you think is older, Ann or her brother? Read the page orally, showing how each person felt as he spoke.

Page 56

What did Ann make up her mind to do? How did she plan to do it? Do you think she was proud of her plan?

Read the first paragraph and think of a word to describe Ann. (*determined, persistent, etc.*) How do you think Ann feels as she changes her dress? (*Bring out the probable conflicting emotions.*)

Page 57

How did Sue feel when she saw Ann's dress? How did Ann feel when she saw the mark on her dress?

How does Ann feel about her plan now?

Pages 58 - 59

What kind of party are the twins having? ----

Is Ann really enjoying it? (*Bring out the "up-and-down" aspect of her enjoyment.*)

Why did Ann decide to go home? How did Helen coax her to stay? What do you think her mother will say?

How does Ann feel as she leaves the party? As she talks to her mother?

Page 60

How do you suppose Mother feels? Did Ann's mother do the right thing? (or) What would you have done if you had been Ann's mother?

3. Following the reading

Practice Book

- a) Use Practice Book page 21.
- b) Who was in the story?
Write two words that describe each of them.

C. ACTIVITIES RELATED TO BLOCK 93

oral —
assessing
accuracy
of answers

making
judgments

(related to
interpretation
Lessons
13 and 14)
words that
express emotions

*1. Have each pupil compose a question about the story "Ann's Pink Dress" and write it on a slip of paper. Each pupil then draws a slip and answers the question orally. Have the pupil who devised the question decide whether or not the answer is satisfactory and why. (You may wish to have this activity carried out in small groups of five or six pupils. Allowing pupils to conduct their own discussion groups is a worthwhile activity in promoting good discussion and listening habits.)

*2. Ann's mother could have bought Ann a new dress to wear to the concert. Pose the question "Do you think Ann's mother was right in making Ann wear the green dress?" Have each pupil write a short paragraph that begins "I think Ann's mother was (right, wrong) because _____."

*3. Write the following words on the board. Have the pupils write one or two sentences telling of an incident that made them feel the way the word describes. For example, "I was surprised when my Dad brought home a new puppy."

frightened
surprised
disappointed
impatient

curious
cheerful
angry
delighted

BLOCK 94

I SKILLS LESSONS

A. LISTENING

To follow directions

Lesson 15: page 450

Lesson 16: page 451

B. WORD PERCEPTION

a) Phonetic analysis – review diphthongs *ow, ou*

Lesson 13: page 246

Practice Book: page 22

b) Structural analysis – review compound words

Lesson 68: page 297

Practice Book: page 23

C. INTERPRETATION

Research skill – following directions

Lesson 15: page 371

D. SPELLING

Page 328	Word list	1. how house slow grow	2. walk stop	3. school
	Test-Study	cow out	our down	

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

Theme:
One aspect of
growing up is
increasing
reliability.

- 1. Oral Discussion** Recall the story, "Ann's Pink Dress," and the idea that Ann deliberately planned to do what she shouldn't do. Ask the pupils if they have ever had things happen which changed a good plan to one that wasn't so good, when they really started with no idea of getting into trouble.

A common experience for children is the situation where they have promised to come home at a certain time but became so involved in play that they pay no attention to passing time.

Someone in your class may have been late for school recently. Discuss the reasons why this happened. Children know that they are responsible for coming to school regularly and on time.

2. Writing

Suggested
topics

- a) The reasons children give for being late for school.
- b) A step by step account of the routine things that the pupils in your class do so that they will not be late for school, lunch, or recess.
- c) A story about a child who stops to watch something interesting on the way to school.
- d) A story about a child who comes home much later than he'd promised. Something happened on the way.

B. READER SELECTION

"LET'S WALK TO SCHOOL"

Theme

One aspect of growing up is increasing reliability.
(Jim and Linda find out that walking is not a satisfactory way for them to get to school.)

1. Vocabulary

Core words:

Page 62 late
watch(ed)

Review words:

Page 61 walk
Page 63 stop(ped)

Other words:

Page 61 brought
quick

Page 62 course
darting

Page 65 shiny

Page 67 chirping

Page 69 wondering

Page 70 whispered

2. Directing the reading

Discuss ways in which children can get to school. Begin with those that are to the pupils in your class. Be sure that the *school bus* is mentioned, and the rural children.

Noting details;
remembering
sequence
of events

Bring out the idea that we often think that what other children do is more fun than we do. Often children who walk home think that a ride on the school bus is a special privilege. Those who ride on the bus may envy those who can walk home.

Oral reading can be combined with the silent reading. Have the pupils either ask questions in their own words, or read the lines that give the answers, or in some cases both.

Suggested questions for guiding the reading:

	B	A
Page 61 details	✓ How do Jim and Linda usually go to school? How do they want to go today?	✓ Why did they hide behind the trees?
Page 62 sequence	The picture shows why they stopped.----- ✓ What wish did Jim make? Read the sentence.	Read the sentence that tells how the fish moved.
Page 63	✓ Why did the children stop the second time? Read the sentence that tells why Jim wouldn't let Linda get into the car.	What happened when the car stopped? Read the sentence that tells why Jim stopped Linda from getting into the car.
Page 64	✓ What was the third interruption on their walk to school?	What makes you think that the children will make up some of the lost time? Did they? Why not?
Page 65	What did they see next?	Read the lines that describe it.
Page 66	✓ How does a squirrel keep warm in winter? What did they do next?	Read the sentence that gives an interesting fact about a squirrel. What did they watch next?
	Read two sentences that make you think that Jim and Linda may not get to school on time.	
Page 67	✓ Linda is giving the bird a flying lesson. What happens?	What happens when Linda tries to teach the baby bird to fly?
Page 68	They stopped once more. Why? Why was Linda almost crying? How far had they walked? Why was Linda frightened?	They stopped once more. Why? Jim made a discovery. What? Linda was frightened. Why? How far have they come?
Page 69	Why was Father glad to see the children? Why did he think they were walking?	Another car came along. Who was in it? Read the questions he asked and the answers he received.
Page 70	How do you know that the children are late for school?	Read the part of the story that tells you that the children are late for school.

B**A**

✓ Jim tells Father why they are late. Can you arrange his reasons in the order in which they happened?

Was anything left out? What?

3. Following the reading

- a) Use Practice Book page 24.
b) Have the pupils number the following events in the correct order.

Jim and Linda

- | | |
|--------------------------|-----------------------|
| - talked to a man | - hopped into the car |
| - watched a tractor | - watched a squirrel |
| - saw a kitten in a tree | - saw a dog |
| - picked flowers | - hid behind a tree |
| - looked at a fish | |

Poem

c)

SCHOOL BELL

Nine-o'clock Bell!

Nine-o'clock Bell!

All the small children and big ones as well,
Pulling their stockings up, snatching their hats,
Checking and grumbling and giving back-chats,
Laughing and quarrelling, dropping their things,
These at a snail's pace and those upon wings,
Lagging behind a bit, running ahead,
Waiting at corners for lights to turn red,
Some of them scurrying,
Others not worrying,

Carelessly trudging or anxiously hurrying,
All through the streets they are coming pell-mell

At the Nine-o'clock

Nine-o'clock

Nine-o'clock

Bell!

Eleanor Farjeon

C. ACTIVITIES RELATED TO BLOCK 94

- Recognizing
relationships—
sequence
- synonyms
- oral—
relating a
sequence of
happenings
1. Have each pupil choose one episode in the story, "Let's Walk to School," write a few sentences about it and illustrate the episode. Have these read aloud in the order in which they happened. A sample of each episode could be fastened together to form a booklet.
 - *2. Jim and Linda came to a *stream*. Have pupils give other words for "stream." List them on the board.
 - *3. Have the pupils tell, in the correct order, the happenings of one of their days. Give them time to think before asking them to speak.

BLOCK 95

I SKILLS LESSONS

A. LISTENING

(No lessons suggested for this block)

B. WORD PERCEPTION

Structural analysis — review contractions

Lesson 69: page 297

Lesson 70: page 298

Practice Book: page 25

C. INTERPRETATION

Oral reading

Lesson 65: page 424

D. SPELLING

Page 329

Word list

- | | |
|----------|----------|
| 1. can't | 2. found |
| don't | then |
| didn't | |

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

Because this selection is an essay about the life of Grey Owl, and therefore *you may have to spend more time introducing this selection*, it is suggested that this step be omitted from this block.

B. READER SELECTION

“GREY OWL AND THE BEAVERS”

Theme A boy’s dream became reality.

(“Grey Owl” was an Englishman who, as a boy, yearned to live with the Canadian Indians. When he grew up, he made his dream come true. For much of his lifetime he was accepted as an Indian. Not until his death was his real nationality generally known.)

1. Vocabulary

Core words:

Page 71 hear
 heard

Review words:

Page 71 them

Page 72 found

Other words:

Page 71	Indians	Page 73	snuggled
	Canada		
	England	Page 74	price
	whenever		
	taught	Page 75	government
	travel		National Parks
			Saskatchewan
Page 72	interesting		
		Page 76	swam

2. Directing the reading

Discuss the title and the photograph on page 73. Pupils will likely presume that Grey Owl is an Indian. Tell them that he is not an Indian but an Englishman named Archie Belaney. Prepare them for a *factual* account of the life and work of Archie Belaney.



Be sure pupils are aware that this is not a “story” but a true account of a man’s life. Use a map to follow his travels.

Suggested questions to guide the reading:

Understanding
the main idea

Page 71

Pages 72-73

B

How did Archie first learn about the Indians? What did he decide to do? Who gave Archie his new name? What did Neganikabu teach him?

What were Archie’s favorite animals? How did he get his first pet beavers? What did Grey Owl learn about beavers?

A

Why did Archie Belaney want to go to Canada to live? What did Archie learn from Neganikabu?

Why was Grey Owl’s cabin called “The House of McGinnis”? Why did Grey Owl prefer the beavers to all other animals?

B**A**

What kind of pet was Jelly Roll? Why? What mischief did the beavers get into? What is the main idea of these pages?

Page 74

Why was Grey Owl unhappy?
Why did trappers kill so many beavers?
What was Grey Owl afraid would happen?

What worried Grey Owl?

Page 75

Who was Mr. Campbell? Why did he come to see Grey Owl? What did they talk about? What did Grey Owl tell Mr. Campbell?

Why did Mr. Campbell come to "The Ho McGinnis?" Pretend that you are Grey Owl. What would you say to Mr. Campbell?

What happened as a result of Mr. Campbell's visit?

Page 76

What did Grey Owl do in the park? Why do you think boys and girls liked his stories?

3. Following the reading

Practice Book

a) Use Practice Book page 26.

C. ACTIVITIES RELATED TO BLOCK 95

writing
a report

*1. Have pupils write a brief report about beavers using information gleaned from "Grey Owl and the Beavers." Through a preliminary discussion help the pupils to list the *facts* about beavers from the essay and the pictures that illustrate it. Help them to think that these facts could be grouped in various ways in preparation for writing the report. Each pupil should then write his own report.

Group A
gathering
information—
oral reporting

2. Have the pupils look for more information about beavers and report to the class.

Noting
details

3. Write sentences on the board that contain one word that makes the sentence foolish or wrong. Pupils write the sentence omitting the incorrect word.
For example:

Grey Owl was an Indian man who liked beavers.

Jelly Roll was a cross beaver.

McGinty and McGinnis were old beavers that Grey Owl tamed.

BLOCK 96

I SKILLS LESSONS

A. LISTENING

- a) To predict outcomes

Lesson 17: page 452

Lesson 19: page 456

- b) To use context for word meanings

Lesson 18: page 455

B. WORD PERCEPTION

- a) Using the context

Lesson 61: page 290

Practice Book: page 27

- b) Phonetic analysis – review diphthongs *oi*, *oy*; *oo*, *ee*

Lesson 14: page 248

Practice Book: page 28

Lesson 15: page 249

Practice Book: page 29

C. INTERPRETATION

Predicting outcomes

Lesson 16: page 372

STORIES TO STUDY A and B: pages 25-26

Lesson 17: page 373

STORIES TO STUDY A: pages 27-28

STORIES TO STUDY B: page 27

D. SPELLING

Page 330

Word list

1. took
room
feet
seem

2. wish
just

3. father

Test-Study

boys
toy

good
a

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

Theme: **1. Oral Discussion** Have your pupils tell about activities that their families enjoy as a group. Bring out the fact that some activities are impossible by yourself, some are fun when carried out alone, and that whenever family members do things as a group, degree of success and enjoyment is often related directly to the amount of co-operation shown by the individuals.

Family members co-operate for greater enjoyment of their activities.



This will not need to be a lengthy discussion. In most classrooms every pupil will have experienced some form of family activity.

2. Writing

Suggested
topics

- a) An account of a family outing
 - (i) that is successful.
 - (ii) that is spoiled because one member is unco-operative.
 - (iii) that is spoiled because all the children are dissatisfied.
- b) A description of preparation by various members of a family for a picnic, camping trip, or trip to the zoo.

B. READER SELECTION

"THE WISHING ELEPHANT"

Theme

Family members co-operate for greater enjoyment of their activities.
(The answer to the twins' wish turns out to be a *huge* problem. However, all the family pitch in to help with this unexpected trouble.)

1. Vocabulary

Core words:

Page 79 around

Page 82 round

Page 80 nothing
back

Page 84 won't

Review words:

Page 79 wish

Page 81 just

Other words:

Page 79	circus	Page 84	hollyhocks you'd
Page 80	happen strange ever	Page 85	field
Page 81	whatever world	Page 86	already bother
Page 82	hungry	Page 87	trouble
Page 83	else	Page 88	unhappily
		Page 90	certainly

2. Directing the reading

Have the pupils study the picture on page 79. They might infer from the age-range that this is a family group rather than a "gang." The mood indicated in the picture should be related to the "wishing" suggested in the title. Have pupils predict what the story will be about.

Suggested questions to guide the reading:

Predicting
outcomes

B

A

Page 79

Can an elephant wish? What do you think the story is about? What did the Brown children wish? Do you think their wishes will come true?

Does the first page give you any idea of what the story is going to be about?

Page 80

Find three words that the twins used to describe what they wished for. What was in the back garden? Do you think the elephant was there because the twins had wished for it? What kind of elephant is this? What do you think the children will do with him?

How did the elephant fit what the twins had wished? What do you think the children will do with the elephant?

Page 81

Who suggested what to do with the elephant? How did the children get up on the elephant's back?

What *did* the children do with the elephant? Why did the elephant know what to do? What do you think the children will do now?

Page 82

How do you know the children had fun? Why did Johnnie call him a "wishing elephant"? What did the elephant begin to do? How did Molly think they could feed the elephant? Do you think the twins will be able to do this?

Will the children let the elephant eat all the leaves of the tree?

Page 83

What did the twins wish for? Did they get their wish? Why were the children worried about the elephant eating the flowers? What was Johnnie's plan? Will it work?

Why did the children decide they'd better find some food for the elephant right away? Do you think Johnnie's plan will work?

B**A**

Page 84	Why didn't Peter want to work for the hay? Why did the twins have to stay with the elephant? How much hay will the children get? Will it be enough?	Why did the farmer agree to having the Brown children help him? Will they get enough hay for the elephant? For how long?
Page 85	How much hay did the children get? Will this be enough for the elephant?	
Page 86	Was it enough for the elephant? But what was worrying Peter? What had the twins tried to do? Why did it not work? What will the children do now?	What was the new problem that Peter was worried about? Was Ann's suggestion a good one? Why or why not? How would you solve this problem?
Page 87	What did the children decide to do? Whom did the children blame for the trouble they were in? What did Father think when he came home? How do you think he will feel about having an elephant?	Who did the children decide could help? How do you think Father will feel about their problem?
Pages 88-89	How did Father feel about the elephant? Did he act the way you thought he would? What do you think Father will say now?	
Page 90	What did Father suggest? Why did he say this? How did the twins feel about giving the elephant away? Had the elephant come because the twins had wished for him?	Why did Father make his suggestion in the way that he did? Had you guessed this about the elephant? What clues were in the story that should have told you that the elephant belonged to a circus? How will they get the elephant to the circus?
	You might want to discuss with the pupils any incidents of such a co-incidental nature that are known to them. Discuss also <i>how</i> wishes can come true. (Refer to Grey Owl.)	

3. Following the reading

Practice Book

- a) Use Practice Book page 30.
- b) Parts of this story could be dramatized:
 - (i) the children ask the farmer for work and explain why they need the hay;
 - (ii) the twins explain the problem to Father;
 - (iii) Father (or the children) explain to the circus manager what happened.

oral
reading

The pupils will enjoy reading this story aloud. Good preparation will be necessary for the pupils to achieve the intonation necessary to bring out all the emotions and meanings. Be sure that some pupils form the audience. Remind them of good listening habits.

HOLDING HANDS

Elephants walking
Along the trails

Are holding hands
By holding tails.

Trunks and tails
Are handy things

When elephants walk
In Circus rings.

Elephants work
And elephants play

And elephants walk
And feel so gay.

And when they walk –
It never fails

They're holding hands
By holding tails.

Lenore M. Link

C. ACTIVITIES RELATED TO BLOCK 96

- descriptive
words and
phrases;
writing a
description
- (related to
Listening
Lesson 17)
writing a
description
- (related to
interpretation
Lesson 16)
predicting
outcomes
- (related to
interpretation
Lesson 17)
space
relationships
- *1. Using the text and the illustrations of "The Wishing Elephant" help the pupils to list words and phrases that describe what the elephant looks like. A surprising amount of information about the appearance of an elephant can be gained by careful reading and careful examination of the pictures. Have each pupil write a description of the elephant.
- Tell the pupils to check their writing by thinking about this question as they re-read their writing. Could someone else draw a picture of the elephant by using my description as his only source of information?
- *2. Have the pupils recall the story of Curly. Direct them to write a description of the dog that they saw as the story was read to them. (Be sure that pupils understand the difference between writing a *description* of a dog and telling what the dog did.)
- *3. Ask the class to suppose that the Fairy Queen had not heard the fairy bell. What other endings might the story have had? Remind pupils that their predictions should match both the facts in the story and the nature of the story – a fairy tale. Have each child write his own new ending for the story.
- *4. Have the pupils try to imagine themselves to be the butterfly, or the bee, or the firefly, or the spider. Have them imagine that they were crawling on the ground between the flower-stems in the garden. What would the stems look like to them? Have them draw a picture of what they think they would see.

Poem

Page 78

OUT AND AWAY

ONLY ONE MOTHER

Have the pupils read the poem silently. Ask the pupils to state, in one sentence, the *idea* of the poem. Discuss some of the statements. Be sure to bring out the idea that though there are also "hundreds of mothers" in the world, there is "only one mother" for each individual.

Read the poem to the pupils at least twice.

Discuss briefly: (1) the effect of the repetition of "hundreds," and (2) why the poet used this form. Help the pupils to understand how much stronger and more emotional is the impact of the last line simply because of the repetition in the other lines.

Have some pupils read the poem orally or use it with the total group in a choral speaking situation.

Poem

Page 91,

OUT AND AWAY

"SH"

Talk *briefly* about some of the difficulties of children who live in apartments.

Read the poem, "Sh."

Relate the idea in the poem to the oral discussion.

Discuss (1) what the child wants to play; (2) what he will have to play.

Consider how each parent probably felt when speaking and how this feeling would be indicated.

Re-read the poem as pupils follow in their books.

Have individual pupils read orally.

Have two pupils prepare and read the poem orally. One pupil could read Father's lines, one Mother's. They would read the second verse together.

BLOCK 97

I SKILLS LESSONS

A. LISTENING

For relationships — cause-effect

Lesson 20: page 458

B. WORD PERCEPTION

Structural analysis — doubling the final consonant

Lesson 71: page 299

Practice Book: page 31

Lesson 72: page 300

Practice Book: page 32

C. INTERPRETATION

Recognizing relationships — cause-effect

Lesson 18: page 374

STORIES TO STUDY A and B: pages 31-32

Lesson 19: page 376

STORIES TO STUDY A and B: page 33

D. SPELLING

Page 331

Word list

1. cut 2. your
 cutting tell
 bigger
 biggest

3. lady

Test-Study

big are
day look

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

- Theme:
Making new
friends
requires some
effort.
1. Oral Discussion

Many children have had the experience of moving, either from a neighbourhood or a school. It may be that some of your pupils were in several different first grades. Either of these situations can introduce the topic of making new friends and the difficulties involved. Have the pupils recall that in the story "Two Kinds of Mischief," Jerry had just moved to the neighborhood. Ask why it was easy for the boys in that story to become friendly. Bring out the idea that they were both pleasant and friendly and made an effort to get acquainted.
2. Writing

a) A conversation between two children who have just met.

b) How I made a new friend.

c) A list of the things that we do that make people want to be our friends.
- Suggested topics

B. READER SELECTION

"HOW TO MAKE FRIENDS"

Theme

Making new friends requires some effort.
(Jennie's neighbor gives her the magic formula for making new friends.)

1. Vocabulary

Core words:		Other words:	
Page 92	herself	Page 92	Thistle town
Page 93	yourself		lonely
Page 96	beautiful smile(d)	Page 93	believe
		Page 95	single
Review words:			
Page 92	her		
Page 93	your tell		

2. Directing the reading

Present the title and identify the child in the picture as Jennie. Ask pupils to conjecture whether Jennie makes friends easily. Lead them to recognize that the title hints that she learns, and that as they read they will find out what she learns.

Recognizing
relationships—
cause-effect
Page 92

Suggested questions to guide the reading:

B

Why was Jennie lonely?
had no friends? -----

A

Why did Jennie think she

Page 93

What did Jennie ask the little old lady?
Why did she ask her? Was Mrs. Johnson
a kind lady? How do you know? What
did Jennie tell Mrs. Johnson about her-
self?

Why do you think Jennie asked Mrs. John-
son to help her? What do you think Jennie
wanted Mrs. Johnson to do? Why didn't
Jennie's father help her?

Page 94

What reason does Jennie give now for nobody liking
her?

What is Mrs. Johnson going to do to
Jennie's dress and hair? How do you
know?

Page 95

Look at the picture of Jennie on the
first page. How is she different now?
How did Mrs. Johnson make Jennie's
dress look "just like new"? Why was
Jennie sad?

What did Jennie expect as she ran out to
the street?

Page 96

Why did Jennie go back to Mrs. Johnson?
Who did Mrs. Johnson pretend to be?
What did she do? Why did Jennie smile
at the man?

What do you think Mrs. Johnson's "secret
magic" was? How did it work?

Page 97

Why was the man surprised? What did
he do? What did Jennie do next? And
next? What did she do each time she
spoke to someone? What did they do?
Why do you think they talked to her?

Why did everyone speak to Jennie now and
not before?

Pages 98-99

Why did Jennie's face not stop smiling?
What did Jennie say to the two little
girls? Why did they ask her to come
and play with them? Did Jennie go
right away? Why not? What was Mrs.
Johnson's "secret magic"?

What was Mrs. Johnson's secret? Why did
it work so well? Have you ever tried this
magic? What happened?

3. Following the reading

Practice Book

- a) Use Practice Book page 33.
- b) Have each pupil write a paragraph beginning with these words. "Mrs. Johnson is Jennie's best friend now because_____."

C. ACTIVITIES RELATED TO BLOCK 97

words for
emotions

- *1. Have the pupils think of as many words as possible to tell how Jennie ("How to Make Friends") felt at the beginning of the story and how she felt at the end. List their suggestions in two columns on the board or have the pupils write them in their exercise books.

creative
dramatics

- *2. Discuss with the pupils some of the other ways in which Jennie could have made friends. Then have small groups of pupils each choose one of the ways and dramatize the situation.

BLOCK 98

I SKILLS LESSONS

A. LISTENING

(No lessons suggested for this block)

B. WORD PERCEPTION

Phonetic analysis — vowels (r-controlled)

- Lesson 16: page 250
- Lesson 17: page 252
- Practice Book: page 34

C. INTERPRETATION

Oral reading

- Lesson 66: page 425

D. SPELLING

Page 332	Word list	1. girl or	2. open opened opening	3. letter
	Test-Study	her bird	for yes	

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

- Theme: Friendship does not depend on similarity of age.
1. Oral Discussion

Refer to the story "How to Make New Friends." Have the pupils recall the new friends Jennie made. Mrs. Johnson's name will certainly be mentioned. Point out that she is much older than Jennie but that they can still be friends. Refer to the difference in the ages of Jerry and Paul in "Two Kinds of Mischief." Have the pupils tell of older or younger friends whom they enjoy.

2. Writing

Suggested
topics

- a) An enjoyable experience with a friend of a different age.
- b) A description of an older neighbor, including the friendly things she does.
- c) Reasons why older people like you.
- d) A letter to a friend who is a different age.

B. READER SELECTION

“MR. GREGORY’S RED GALOSHES”

Theme

Friendship does not depend on similarity of age.
(Peter and Mr. Gregory like one another and they both like a special black dog and --- red galoshes!)

1. Vocabulary

Core words:

Page 100 need(ed)

Page 101 tried

Page 104 began

Review words:

Page 100 out

Page 102 opened
opening

Other words:

Page 100 November
muffler
snap fasteners

Page 102 stare
staring

Page 103 snow-covered evergreen

Page 105 jigsaw puzzle

Page 107 dandelion

2. Directing the reading

Understanding
the main idea

Present the title. Have the pupils note from the picture on page 101 that Mr. Gregory is an old man. Lead pupils to relate the picture and title, noting that the galoshes being purchased are important enough to be mentioned in the title.
Suggested questions to guide the reading:

B

Page 100

What made Mr. Gregory think of new galoshes? Read orally the lines that tell about the weather. Read orally the paragraph that tells about the galoshes.

Page 101

Which galoshes did Mr. Gregory buy? Why? -----

Page 102

What are the people in the picture looking at? How did Mr. Gregory feel about this? Who else liked the red boots?

Page 103

Why did Mr. Gregory go to all the houses? Why didn't he keep the little dog? Did he find the owner?

Page 104

Why did Mrs. Parker's eyes begin to shine when she saw Mr. Gregory? What was the dog's name? Why? Why was Peter sad?

A

Why did Mr. Gregory need new galoshes? What problem did he meet?

Read the line that tells about the picture. Why did the puppy follow Mr. Gregory home?

What did Mr. Gregory do with the little dog?

Did Mr. Gregory find out to whom the dog belonged?

B

A

How do you know he was glad to see his dog?

Page 105 Did Peter run to get his dog? Why not?
Read the lines that tell that Peter liked
Mr. Gregory. Read the lines that tell
that Mr. Gregory liked Peter.

Why did Mr. Gregory go downtown? Why
he want these things?

Page 106 What cheered Peter up? Why did he
need cheering up? What happened every
day?

Read the part that tells us that Peter and
Mr. Gregory are becoming good friends.

Page 107 Was Peter still sick when spring came?
What did Mr. Gregory do that seemed
funny to all the people? Why did he do
it? What happened to Mr. Gregory?

What did Mr. Gregory do that made every-
one stare? Why did he do it? What happed
to make Mr. Gregory sad? Do you think h
was thinking only of Peter?

Page 108 What did Peter do? What did Mr.
Gregory see? Why had Peter done this?
Read the lines that show Peter is a
good friend to Mr. Gregory.

What did Peter do that shows that he was
good friend of Mr. Gregory's?

main idea In a follow-up discussion direct the pupil's attention to the friend-
ship that developed between Mr. Gregory and Peter; that the friendship probably deve-
oped because they were interested in each other's welfare.

3. Following the reading

Practice Book

- a) Use Practice Book page 35.
- b) Have pupils suggest comments of people who stared at Mr. Gregory's red
galoshes. List these on the board and have them read with appropriate
expression.

Poem

c)

"ONE, TWO, THREE!"

It was an old, old, old, old lady,
And a boy that was half-past three;
And the way that they played together
Was beautiful to see.

It was hide-and-go seek they were playing,
Though you'd never have known it to be
With an old, old, old, old lady,
And a boy with a twisted knee.

She couldn't go romping and jumping,
And the boy no more could he;
For he was a thin little fellow,
With a thin little twisted knee.

The boy would bend his face down
On his little sound right knee,
And he guessed where she was hiding
In guesses One, Two, Three.

They sat in the yellow sunlight,
Out under the maple tree;
And the game they played I'll tell you,
Just as it was told to me.

"You are in the china closet!"
He would laugh and cry with glee —
It wasn't the china closet,
But he still had Two and Three.

"You are up in Papa's big bedroom,
In the chest with the queer old key!"
And she said: "You are *warm* and *warmer*;
But you're not quite right," said she.

Then she covered her face with her fingers,
That were wrinkled and white and wee,
And she guessed where the boy was hiding,
With a One and a Two and a Three.

"It can't be the little cupboard
Where Mamma's things used to be —
So it must be in the clothes press Gran'ma!"
And he found her with his Three.

And they never had stirred from their places
Right under the maple tree —
This old, old, old, old lady,
And the boy with the lame little knee —
This dear, dear, dear old lady,
And the boy who was half-past three.

Henry Cuyler Bunner

C. ACTIVITIES RELATED TO BLOCK 98

sentence
patterns

1. Have the pupils unscramble the following words to make sentences that tell about the story.

- friends and are Peter Mr. Gregory.
- galoshes both They had red.
- found Peter's Mr. Gregory Jet dog.
- visited other when were They they each sick.

letter-writing

*2. Writing a friendly letter could be an individual writing activity if you didn't use this for an introductory activity. Talk about some of the things that might be put into the letter before the writing is attempted. Review the form of the friendly letter.

justifying
a choice

*3. Ask the following questions and have several pupils answer.

"What is your favorite color?"

What in nature is that color?"

Can you think of a reason why it is your favorite color?"

Have each pupil write a paragraph beginning "I like (a color) because _____."

THE LITTLE OLD GENTLEMAN

Again be sure the pupils note that the selection is a poem when they locate the title in the Table of Contents.

Recall "Mr. Gregory's Red Galoshes" and ask the pupils to listen to the poem you read and see if the little old gentleman reminds them of Mr. Gregory. Read the poem before the pupils open their books.

Have the pupils follow in their books as you re-read the poem. Ask them to note how the lines are arranged on the page.

Consider who the speaker might be, who the little old gentleman might be, and where he is going.

Have the pupils try to picture how the old man is dressed as you re-read the poem.

Have individual pupils read the poem. You may want to have one pupil read the first two lines of each stanza and have the class read the last three in unison.

Poem

Page 109,
OUT
AND AWAY

BLOCK 99

I SKILLS LESSONS

A. LISTENING

For relationships — cause-effect

Lesson 21: page 459

B. WORD PERCEPTION

a) Phonetic analysis — vowels (r-controlled)

Lesson 18: page 253

Practice Book: page 36

b) Structural analysis — root words that end in y

Lesson 73: page 301

Lesson 74: page 302

Practice Book: page 37

C. INTERPRETATION

(No lesson suggested for this block)

D. SPELLING

Page 332	Word list	1. hard horse first	2. looked put	3. birthday
	Test-Study	here play	book	

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

Theme: Sometimes it is difficult for older people and children to understand each other.

1. Oral Discussion Have the pupils recall the very special relationship between Peter and Mr. Gregory in the preceding story. This special understanding extended even to things which others considered peculiar — like wearing galoshes in hot, dry weather. Point out that sometimes older people don't understand as well as Mr. Gregory did. The pupils may be able to give examples of incidents when an older person misunderstood their actions. The pupils should also see that *they* sometimes don't understand older people and their actions.

2. Writing

Suggested topics

- a) List things about which second grade pupils and older people might disagree. (Related to the child's behavior.)
- b) List school rules set down by adults that children don't like very well and the reasons why the rules *were* established.
- c) An account of a specific incident where misunderstanding took place between a child and an older person.

B. READER SELECTION

"A SPECIAL SORT OF DAY"

Theme Sometimes it is difficult for older people and children to understand each other. (David was only trying to help the kitten, and perhaps the angry man *did* understand, after all!)

1. Vocabulary

Core words:

Page 110 knew

Page 114 else

Page 115 climbed

Review words:

Page 110 look(ed) (ing)

Page 111 put

Other words:

Page 110 permission slip

Page 111 leather
wallet

Page 112 handsome
gentleman
office
remember

Page 113 garage

Page 117	bush scaring whatever
Page 118	signed
Page 120	shouted
Page 122	voice winked

2. Directing the reading

For pupils who read JUST FOR ME in Grade One, recall of the story "Old Barnaby" would serve as a good introduction to a somewhat similar situation.

Introduce the title "A Special Sort of Day." Have them speculate what might happen on a "special day."

Recognizing
relationships —
cause-effect

The following suggestions are given to help you guide the pupils in understanding cause-effect relationships.

	B	A
Page 110	Why was this a special day for David? What things did David have ready for today? Why? Why was David glad the sun was shining?	
Page 111	Why did David put his money in his wallet? What is a permission slip? Why did David need one?	Why did David have a permission slip?
Page 112	Why did David's father ask him if he were off to the office? Was David's father serious? Why did David say, "I'm just looking"?	How did David's father act? Why?
Page 113	Why did David's mother suggest pinning his money to his pocket? Why did David keep putting his hand in his pocket? Why did David turn around? What did he see?	Why did David's mother ask about his money? Was it safe? How did David know he had it along the way? What made David curious?
Pages 114-115	Why did David say, "You can get down"? Why did he not want to help the kitten? Why could David not go on to school? What did he do?	Why did David hesitate about helping the kitten? Why did he help him?
Pages 116-117	Why did David fall down? Why did the old man shout at him? Was David afraid? Why? What did he do? Why was he dirty when he got to school?	Why did David run away?

	B	A
Pages 118-119	Why had all the children "lined up"? Why did David lose his money? Why had David not let his mother pin his money to his pocket?	Why did Miss Cameron say, "I don't know what to do"?
Pages 120-121	Why did David blink his eyes very fast? Why do you think the cross-looking man came to the school? Why did David run off without saying anything to the man? Why did he not stop when the man shouted? How did David feel now?	How did David feel when the old man shout- ed at him in the classroom? Why?
Pages 122-123	Why had the old man come to the school? Was the old man really cross? How do you know? How does David feel now?	

3. Following the reading

- Practice Book
- Group A
- a) Use Practice Book page 38.
- b) Have the pupils match (1) the way the man felt, and (2) his actions, to the events in the first column.

what happened	what he felt	what he did
1. He saw David fall.	didn't want David to get the wrong idea about him	he invited David to visit the kitten
2. David said, "I didn't hurt your kitten."	thought David needed the wallet	said that he didn't say that
	was afraid David was hurt	asked what David was do- ing with the kitten
3. He couldn't catch David and had to run to school.	cross, David wouldn't do what he was told	brought the wallet to school
4. The man thought the whole thing over.	he'd been pretty cross and David had saved the kitten	scolded David for not stopping

This is a fairly difficult exercise. You may want to do only part of it, depending upon your group. Some of the ideas will be too advanced for your slow group.

C. ACTIVITIES RELATED TO BLOCK 99

word meanings

*1. Variant Word Meanings:

ran

1. David *ran* to school.
2. David *ran* his toe up and down along the crack in the floor.

Discuss the two meanings of *ran*. Have pupils demonstrate the action in each sentence. Pupils may suggest other meanings, for example, the train *ran* off the track.

line

1. Draw a *line* on the page.
2. The boys *lined* up at the door.
3. Miss Cameron came down the *line* of boys.

Follow the procedure suggested for *ran*.

descriptive words

2. List on the board words that describe the people in the stories "A Special Sort of Day" and "The Red Skirt." Have the pupils make two columns on a page, one for each story, and put the words in the correct columns.

Words to use

silly	angry	confused	upset
furious	funny	excited	impatient
comical	sorry	foolish	relieved

point of view

*3. Discuss with the pupils the fact that the story "A Special Sort of Day" is written from David's point of view. It could, in fact, be written in the first person.

Ask the pupils how the story would be changed if it were written from the point of view of the old man; or if some parts were written as seen through the eyes of the kitten.

oral

Have the pupils choose one incident from the story (for example, David climbing the tree) and tell it from a different point of view. For example, what was the kitten thinking as David climbed up?

writing

Have each child choose one incident and tell it from the old man's, or the kitten's, viewpoint.

(related to
Listening
Lesson 21)
detail

4. Pupils list the various things that the different characters in "The Red Skirt" thought the skirt was.

(related to
Listening
Lesson 21)
description

*5. Have pupils describe and illustrate the hat they think Mrs. Goose put on when she went out.

(related to
Listening
Lesson 21)
cause-effect

6. Write on the board (or mimeograph) the following sentence beginnings. Pupils finish each sentence by telling what happened.

Mrs. Goose needed a skirt so _____.
She had a new skirt so _____.
She caught the skirt in the door so _____.

BLOCK 100

I SKILLS LESSONS

A. LISTENING

To understand emotional reactions

Lesson 22: page 461

Lesson 23: page 463

B. WORD PERCEPTION

Structural analysis — comparative forms

Lesson 75: page 303

Practice Book: page 39

C. INTERPRETATION

Sensing emotional reactions

Lesson 20: page 377

STORIES TO STUDY A: pages 36-37

STORIES TO STUDY B: page 36

Lesson 21: page 379

D. SPELLING

Page 333	Word list	1. babies ladies	2. before after
	Test-Study	baby was	up to

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

Theme:
Anyone in
authority
must enforce
rules; the
same rules
apply to all.

1. Oral Discussion You might initiate the discussion by having the pupils name the kinds of rules they must obey at school. (e.g. Playground Rules; Rules for Games; Lunchroom or Cafeteria Rules; Rules for Classroom Behavior etc.). Guide the discussion so that pupils realize (1) that rules are set up for the good of the whole group; (2) that it is often necessary to have someone appointed to enforce the rules. Pupils should realize that if the rule is a valid one, it is most important that it be enforced.

Extend the discussion to authorities outside the school who must be obeyed. Limit the discussion to those with whom children are likely to have contacts as librarians, park recreation supervisors, club leaders, policemen.

If you do not have a school patrol, develop an understanding of its function.

2. Writing

Suggested
topics

- a) Develop a chart under three headings:

	<u>School Rules</u>	<u>Authority</u>	<u>Importance</u>
(i)	Lunchroom rules	Monitors	We must keep the lunchroom clean and neat

and so on.

- b) Why we need playground rules.
c) The School Patrol —
d) Penalties for breaking school rules.

B. READER SELECTION

“A RULE IS A RULE”

Theme Anyone in authority must enforce rules; the same rules apply to all.
 (Allan had to learn that a rule is a rule — even for a brother.)

1. Vocabulary

Core words:

Page 125 cross

Page 127 across

Page 125 ever

Review words:

Page 125 don't
 until

Page 128 before

Other words:

Page 124	School Patrol mirror badge	Page 128	stared disobeyed principal's office
Page 125	younger thought	Page 129	ordered angrier
Page 126	angrily	Page 132	race

2. Directing the reading

Present the title and have the pupils consider its possible meaning.
Note the school patrol belt in the illustration.

Encourage the pupils to use the words of the speakers, the situations, and descriptive words to recognize the emotional reactions of the story characters. Oral reading of selected speeches can help to emphasize the emotional connotations.

Suggested questions to guide the reading:

B

Page 124

courage use
of a variety
of words
such as:

proud

surprised

Page 125

guilty

angry

furious

sulking

Page 126

show-off

dare-devil

embarrassed

indignant

Page 127

defiant

cross

Discuss the illustration, and bring out Allan's obvious pride. How does Allan feel wearing his brother's belt? How do you know? What did he do when Roger shouted?

How does Roger feel about Allan touching his things?

How does Roger show he is angry? What did he tell Allan? Why is he so angry? What did Allan do when Roger left? What word might describe how he feels?

What is Roger doing? What did Allan say to him?

What did the other children do?

How did Roger look?

What did Allan do? What did Roger do? How does Roger feel?

A

How does Allan feel when he is all alone in front of the mirror? How does he feel when he is caught wearing Roger's things?

Why is Roger so angry? How does Allan feel after he stamps out?

Why do you think Allan shouted at Roger?

How do you think Roger felt? (*Pupils should note his probable embarrassment as well as anger.*)

Why do you think Allan stepped out on the street? How does Roger feel?

B

A

Page 128
threatening

How does Roger surprise Allan? Why did he write down Allan's name? How does Allan feel now?

Page 129
coaxing
sympathetic

Show how Roger spoke to Allan. What did Allan do? What did Allan say to Roger? Show how he spoke. What did Roger do?

Why did Allan threaten Roger? How do you think the other children feel now? Why?

Page 130
ashamed

How do you think Allan feels watching Roger? Is Roger still angry? Why did Allan wait for Roger?

Page 131
understanding

How does Roger explain to Allan what he has done? Read what he said.

Page 132
sympathetic

How do you know Roger isn't angry any more?

Do you think Allan will carry out his threat to tell their dad on Roger?

Following the reading discuss with the pupils whether or not they would like Roger for a big brother.

3. Following the reading

Practice Book

- a) Use Practice Book page 40.
- b) Have the pupils each write three rules they must obey.

C. ACTIVITIES RELATED TO BLOCK 100

words
for emotions

1. Mimeograph the following exercise or put it on the board. Have the pupils match the statements with the word that tells how each boy felt at that particular moment. Be sure to discuss the pupils' answers because there is room for differences in individual interpretation.

- | | Roger | Allan |
|--|-------|----------------------------------|
| a) Roger caught Allan wearing his safety belt. | | surprised
furious
afraid |
| b) One of the big boys said, "You tell him, Shorty." | | angry
guilty
smart |
| c) Roger said, "I'm going to report you." | | embarrassed
cross
show-off |
| d) Allan stepped out on the road. | | proud
ashamed |
| e) Allan waited for Roger. | | |

Recognizing
emotional
reactions

2. Have the pupils finish these sentences:

- a) Allan sulked when _____ .
- b) Allan felt ashamed when _____ .
- c) Allan was afraid when _____ .
- d) Allan acted like a show-off when _____ .

(related to
Listening
Lesson 23)
discussion:
making
comparisons

- *3. Compare the feelings of the little boy of the poem "The Baby" with the feelings of Roger in the story "A Rule is a Rule."

(related to
Listening
Lesson 22)
riddles,
remembering
details

4. Tell the pupils that the answers to the riddles are characters from the story "Smallest Rabbit Learns a Lesson."

- a) It has wings.
It has a red head.
It hunts for insects.
What is it? _____
- b) It is brown.
It has fur.
It eats fish.
It is long and thin.
It is a good swimmer.
What is it? _____
- c) It is brown.
It has fur.
It eats fish.
In the winter it does not eat at all.
What is it? _____
- d) He is sometimes brown and sometimes white.
He has round pink eyes.
He tried to catch a fish.
He tried to catch an insect.
He tried to sleep all winter.
Who is he? _____
- e) He is sometimes brown and sometimes white.
He has round pink eyes.
He knew buds were the best food for him in winter.
Who is he? _____

(related to
interpretation
Lesson 20
and Listening
Lesson 22)
classification

5. List animals such as:

elephant	tiger
hippopotamus	chipmunk
bear	rhinoceros
rabbit	fox
lion	alligator
squirrel	wolf
	etc.

Have pupils classify them as:

- a) those you might hunt on a safari
b) those that Smallest Rabbit might see.

(related to
interpretation
Lesson 20)
writing
a story

- *6. Have the pupils complete the story:

"Did I ever tell you about my safari in Africa?"

BLOCK 101

I SKILLS LESSONS

A. LISTENING

To make inferences

Lesson 24: page 464

Lesson 25: page 468

B. WORD PERCEPTION

Phonetic analysis — consonant combinations *ng* and *nk*

Lesson 19: page 254

Lesson 20: page 255

Practice Book: page 41

C. INTERPRETATION

Inferring

Lesson 22: page 380

STORIES TO STUDY A and B: pages 39-40

Lesson 23: page 381

STORIES TO STUDY A and B: page 41

D. SPELLING

Page 333	Word list	1. thing think	2. read reads	3. morning
	Test-Study	but you	sat fat	

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

Theme:
Some people
do not under-
stand imagina-
tive play

1. Oral Discussion

Discuss the various types of imaginative play of children. (e.g. "dressing up"; playing school; playing cowboys; talking with pets; taking both sides of a conversation in a play situation; playing with toys, as when a boy with a toy truck becomes a construction crew building a new highway; etc.) Lead the pupils to note that children enjoy this but adults don't usually play in this way.

Guide them, through your questions, to realize that some adults of their acquaintance do join in their games but others think them silly. Develop a feeling that both adults and children can enjoy such games together.

2. Writing

Suggested
topics

- a) My favorite 'pretend' game. (individual)
- b) Directions for a 'pretending game' the group can play.
- c) People we know who join our play.

B. READER SELECTION

"JANE'S FRIEND JEROME"

Theme

Some people do not understand imaginative play.
(Everyone else likes Jerome. Why does the baby-sitter laugh at him?)

1. Vocabulary

Core words:

Page 134 nice
already

Other words:

Page 133	baby-sitter	Page 135	make-believe
	baby-sitting		
	dentist	Page 137	different
	waited		sometimes
			banged
Page 134	anything		
	frowned	Page 138	upstairs
			doorway

Review words:

Page 133 because

Page 134 enough

Page 133 read

2. Directing the reading

Present the title. Pupils should relate the story to the oral discussion as they read.

Through your questioning help the pupils to recognize the unsympathetic, unimaginative nature of the baby-sitter, and the reactions to this of the highly imaginative Jane.

Inferring

Suggested questions to guide the reading:

B**A**

Page 133

How do you know Jane has a new baby-sitter today?
 What does the baby-sitter plan to do? What does Jane
 expect her to do?

Page 134

Can Jane read? What is Jane going to
 do?

Why does Jane want the baby-sitter to
 to her?

Who does the baby-sitter think Jerome is at first?
 Why does she think he is a toy?

Do you think Jane likes the baby-sitter?

Page 135

Is Jerome real? What is he? What does
 Jane do for Jerome?

What have you learned about Jerome?

Page 136

Why does Jane need two pillows?

What did Jane and Jerome do?

Page 137

Why did Jane stare at the baby-sitter?
 What did she ask her to do? Did Jerome
 really want to hear a story? Who did?
 Did Jane enjoy the story? How do you
 know?

How do you know the baby-sitter didn't
 to read to Jane? How do you know that
 Jane didn't enjoy the story?

Page 138

Does Jane want the ladies to come?
 How do you know? What did the baby-
 sitter do to Jerome? What did Jane do?

How do you know that the baby-sitter
 doesn't like Jane's game?

What happened when Jane came downstairs? Who
 do the ladies think Jerome is?

Page 139

Does the baby-sitter really believe in
 Jerome? Does anyone else make fun
 of him? What does Jane say to Jerome?

Why is the baby-sitter telling about Jero
 How does Jane feel? Who is the baby-s
 really laughing at?

Page 140

Why did Jane say she didn't know anyone named
 Jerome? Has she really given him up?

*Following the reading discuss whether the pupils would
 like Jane's baby-sitter and why or why not.*

3. Following the reading

Practice Book

- a) Use Practice Book page 42.
- b) Have pupils draw the Jerome that each saw in their
 minds as they read the story.

Poem

c)

RADIATOR LIONS

George lives in an apartment and
 His mother will not let
 Him keep a dog or polliwog
 Or rabbit for a pet.

So he has Radiator-Lions.
 (The parlor is the zoo.)
 They love to fight but will not bite
 Unless he tells them to.

And days when it is very cold
 And he can't go outdoors
 They glower and they lower and they
 Crouch upon all fours

But he loves Radiator-Lions!
 He's glad, although they're wild,
 He hasn't dogs and polliwogs
 Like any other child!

And roar most awful roarings and
 Gurgle loud and mad.
 Up their noses water goeses —
 THAT'S what makes them bad.

Dorothy Aldis

C. ACTIVITIES RELATED TO BLOCK 101

- description
- *1. Discuss the advantages of having a make-believe friend. What are the disadvantages? Have the pupils suppose they could have a real friend who looked and acted just as they wanted him to be. What would he be like? Have each pupil describe this friend.
- ound words
2. There are many compound words in this and the subsequent stories. Have the pupils use the following (chosen from the stories) in different types of exercises as
- write the two roots of each;
 - give the roots and have pupils make compound words from them;
 - use them to fill in blanks in sentences.
- | | | |
|------------|------------|-----------|
| everything | something | upstairs |
| anyway | sidewalk | anyone |
| himself | sometimes | without |
| afternoon | downtown | cannot |
| everyone | someone | arrowhead |
| whenever | myself | deerskin |
| anything | downstairs | yourself |
- oral—
 (related to
 Listening
 Lesson 25)
 comparison
3. Re-read the poem "Breakfast Time." Compare the little girl and her sister in the poem to Jane and the baby-sitter in the story "Jane's Friend Jerome." Which are alike?
- (related to
 Interpretation
 Lesson 22)
 Using words
 to answer a
 question
 precisely
4. Underline, on pages 39-40 of *Stories to Study*, parts of the story that:
- name things which most people like that make Benny scowl;
 - show Grandmother was worried;
 - tell what Benny's favorite stories were about;
 - show Benny was excited;
 - tell why the little girl is crying.
 - tell the shape of the pond.
- Remind the pupils to underline just the words or sentences that give the information required. Discuss their responses. If pupils have underlined more than is needed, discuss the question and its precise answer.
- (related to
 Interpretation
 Lesson 23)
 Writing about
 personal
 experiences
- *5. Have pupils write about an activity that they enjoy doing either with their own parents or with the parents of a friend.

BLOCK 102

I SKILLS LESSONS

A. LISTENING

To make judgments

Lesson 26: page 470

Lesson 27: page 472

B. WORD PERCEPTION

Phonetic analysis — consonants *c* and *g*

Lesson 21: page 256

Lesson 22: page 258

Practice Book: page 43

C. INTERPRETATION

Making judgments

Lesson 24: page 382

STORIES TO STUDY A and B: pages 42-43

Lesson 25: page 383

STORIES TO STUDY A: pages 44-46

STORIES TO STUDY B: page 44

D. SPELLING

Page 334	Word List	1. face cry bag large	2. better much	3. milk
	Test-Study	may way	by get	

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

Theme:

Environment
affects our way
of thinking
and feeling.

1. Oral Discussion

You might begin the discussion by inquiring which your pupils think is the "best school," the "best class," the "best playground," the "best street to live on," etc. Through the discussion, help the pupils to realize that we often prefer what we are most familiar with.

Extend the discussion to the attitudes and feelings of children from environments presenting greater contrasts — an Eskimo, or a child from the tropics visiting your school area, a child from long ago in your environment, etc.

2. Writing

Suggested
topics

- a) Why we think our school is "best."
- b) What a pioneer boy or girl would say if he/she visited our school.
- c) Why I like to live in the country/city.
- d) Things that were "different" when I moved.
(individual, for children who have recently moved)

B. READER SELECTION

X "ALEXANDER"

Theme

Environment affects our way of thinking and feeling.
(Martin couldn't understand his cousin — so it would be much better for him to go back to the city.)

1. Vocabulary

Core words:

Page 141 stay
tomorrow

Review words:

Page 141 better
much

Other words:

Page 141 Cousin Alexander

Page 145 squealing

Page 142 paler
suit

Page 146 popsicle

Page 143 meadow

Page 147 orchard
piece

Page 144 clover

Page 148 exploring
station

2. Directing the reading

Present the title.

Help the pupils to enjoy Martin's gradual disillusionment in the face of Alexander's adamant refusal to participate in country activities. They should also, however, recognize that Alexander is likely frightened and unsure of himself in a new environment and among strangers.

Suggested questions to guide the reading:

Making
judgments

B

A

Page 141

Why is Alexander coming to the farm? - - - -

Why does Martin say Alexander will be happy? Is this a good reason? What is another reason Alexander might be happy?

Does Martin give a good reason for Alexander's being happy? Why is Martin glad that Alexander is coming?

Page 142

Discuss the contrast in the appearance of the two boys in the illustration.

How did Martin welcome Alexander?
How did Alexander answer him? What do you think of his answer? Can you tell why he answered in this way?

What do you think of Alexander's answer to Martin's welcome? Why do you think he answered this way?

Page 143

How do you think Martin felt when Alexander said the city was better?

Why does Martin think the country is better? What did he show Alexander?

Pages 144-145

Why does Alexander say they don't need cows in the city? Hens? Is he right? What two things on the farm does Alexander dislike?

Why does Alexander say the city is better? Is he right?

Why doesn't Alexander like any of the farm animals?
(If necessary, question in more detail to bring out that Alexander retreats when each approaches him, that he is frightened by their friendliness.) Why isn't Martin frightened when the hen and the cow and the pigs come up to him?

How do you think Martin feels about Alexander's comments?
(Pupils might consider how they would feel if they were showing off their favorite possessions and got a response such as this.)

Page 146

What does Martin want to do next?
What does Alexander want to do?

What does each boy want to do? Why do they choose these things?

Page 147

Where does Martin get his between-meals snacks?

Why doesn't Alexander like this?
(He probably has never climbed a tree but doesn't like to admit it.)

Why does Alexander say he doesn't like this way of getting a lunch?

What do you think Martin is thinking?
What do you think Alexander is thinking?

Page 148

What country things does Martin want to show Alexander? What does Alexander say about that? How does Martin feel now about his cousin's visit?

Have Martin's feelings about his cousin's visit changed since the first page? Do you think Martin is right to feel unhappy about it?

B**A**

What "city thing" did Martin think of to show Alexander?
Was Martin right to go away and leave his guest sitting at the station?

Page 149

Discuss the illustration, bringing out Martin's feeling of relief and Alexander's "aloneness."

How does Martin explain Alexander's absence?

Why does Martin say "It's much better?"

Page 150

Why did Mother and Father say Alexander couldn't stay at the station?

How did Martin "get even" with Alexander?

What do you think of Martin's solution to his problem?

Following the reading discuss:

- (1) what will happen immediately;
- (2) what will ensue if Alexander stays;
- (3) the reasons for the boys' misunderstanding on the first day and whether or not the behavior of each was justified.

3. Following the reading

Practice Book

a) Use Practice Book page 44.

b) Discuss what the situation would have been if the boys' positions were reversed and Martin visited the city. This could culminate in (i) a class story entitled "Martin" to parallel "Alexander"; (ii) a period of creative dramatics in which pupils portray the two boys.

Poem

c) Read the poem, "Barefoot Days." Before you read, ask the pupils to think as you read, about Alexander and Martin, and decide which boy would understand best the feeling of the person in the poem.

BAREFOOT DAYS

In the morning, very early,
That's the time I love to go
Barefoot where the fern grows curly
And grass is cool between each toe,
On a summer morning-O!
On a summer morning!

That is when the birds go by
Up the sunny slopes of air,
And each rose has a butterfly
Or a golden bee to wear;
And I am glad in every toe —
Such a summer morning-O!
Such a summer morning!

Rachel Field

C. ACTIVITIES RELATED TO BLOCK 102

writing a
conversation

*1. Through discussion lead the pupils to realize that some city children would like farm very much and that some farm children might think the farm contained nothing of interest. Have the pupils write a conversation between Alexander and Martin suggesting this change of attitude.

(related to
Listening
Lesson 27)
adjectives

*2. Harry was a *wonderful* dog.
Have pupils substitute adjectives that change the meaning of the sentence.

(related to
Interpretation
Lesson 24)
details and
judgment

3. List two things that the story "The Adventures of Two Bears" tells us that Mother Bear had to teach the cubs. List two more things that *you* think she would have to teach them.

analogy

4. The story tells us what Mother Bear did with her cubs when she wanted some time of her own. Have the pupils tell what *their* mothers do in the same situation.

(related to
Interpretation
Lesson 25)
predicting
outcomes

*5. Have the pupils look at the story "The Wish Box," pages 44-45 of *Stories to Study*. Tell them to look at Section 6 and locate the place where the mouse destroyed the wish box. Have them suppose that he had *not* destroyed the wish box and write a different ending for the story.

Poem

Page 151,
OUT
AND AWAY

WALKING

Read the poem "Walking," bringing out the "fast walk" rhythm.

Talk briefly about the children walking with their father, bringing out their struggle to keep up.

Re-read the poem as pupils follow in their books.

Instruct the pupils to listen as you read the poem again, and notice how the author has arranged his lines. Help them to see that the short jerky lines give the effect of the children skipping along.

Have individual pupils prepare and read the poem.

BLOCK 103

I SKILLS LESSONS

A. LISTENING

(No lessons suggested for this block)

B. WORD PERCEPTION

Structural analysis — suffix *-er* of agent

Lesson 76: page 303

Lesson 77: page 304

Practice Book: page 45

C. INTERPRETATION

Understanding sentence meaning — connectives: *but, so*

Lesson 26: page 384

D. SPELLING

Page 335

Word list

1. farm
farmer

2. from
were
red
sun

3. men

Test-Study

run
ran

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

Theme:
Children of
different
races are
essentially
the same.

1. Oral Discussion If you are in a school where there are many New Canadians, center the discussion on the common interests they share with their classmates. Note the differences (as in language) but emphasize the similarities. (All want to learn to read and write their language.)

If your pupils do not have this advantage, choose a culture which is quite different from their own (but one with which they have some familiarity) and have them compare the children's roles. For example, both your pupils and Eskimo children help their mothers by minding younger brothers and sisters, but the job differs; your pupils and Eskimo children share some games but differences in environment necessitate differences in games etc.

2. Writing
- Suggested topics

- a) Games (pets, work) of the Indian children.
- b) If I lived in the African jungle, I would do some of the things I do now, but some things I couldn't do. (group or individual writing).
- c) Jobs children anywhere can do for their families.

B. READER SELECTION

"RUNNING WOLF"

Theme Children of different races are essentially the same.
(Running Wolf didn't really understand his new white neighbors, but he felt he had much in common with them.)

1. Vocabulary

Core words:			
Page 153	many	Page 155	were
Page 154	more	Page 155	clothes
Review words:			
Page 153	together	Page 156	different
	from	Page 157	dreadful
			breath
Other words:			
Page 153	Running Wolf	Page 159	touched
	Prowling Bear		
	wigwam		
	strange		
	shining		
	chief		
Page 154	bow and arrow		

2. Directing the reading

Present the story title, and the names “Running Wolf” and “Prowling Bear.” Ask the pupils what people the names make them think of. Remind the pupils of the oral discussion and ask them to notice as they read, ways in which Running Wolf is like themselves.

In this story pupils will be reading about a remote period of time and people (the white men as well as the Indians) whose ways are unfamiliar. Be sure your pupils recognize that the pictures accompanying the text provide aids to understanding, and make full use of them to supplement the information in the text.

Suggested questions to guide the reading:

Understanding
sentence
meaning —
connective
“but”

Cognizing
relationships—
cause-effect

Page 153

B

What has excited the Indian braves? How was the axe different from the Indian axes?

(You may want to focus attention specifically on the use of ‘but’.)

What could the axe do? What did the Indians say when they saw this?

A

Why did the Indian braves say ‘Aaaaa’?

Page 154

How did Prowling Bear get the axe?

Why did Prowling Bear laugh about the trade he had made?

Why do you think Running Wolf wants an axe? *(Relate this to the desire of children everywhere for things that are new, bright, admired.)*

What did Running Wolf ask Prowling Bear?

Why do you think Running Wolf asked if the white men had more axes?

What did Running Wolf keep thinking about?

Page 155

What had Running Wolf heard about the white men? How did this make him feel?

Why was Running Wolf afraid of the white men?

What do you think Running Wolf is planning? *(Relate the term “half a day’s running down the river” to modern concepts of time and travel.)*

Page 156

How do you know Running Wolf is very frightened?

What do you think Running Wolf saw, that made him think the white people were strange and different?

“but”

“but”

What did Running Wolf see the white men doing? How did this make him feel?

Why did Running Wolf become less afraid?

B**A**

Page 157
"but"

What did he see that frightened him?
What did Running Wolf plan to do?
What changed his mind?

But what frightened him again?
What made Running Wolf decide to stay?

How did he feel when he saw the white boy? How do you
think the white boy feels?

Page 157

What made Running Wolf feel safe?

What are the two boys thinking as they
look at each other?

Why did the white boy say, "Wa-chee-ya?"

Page 159

How does Running Wolf try to tell the white boy
what he wants?

Page 159

What does the white boy think about the trade?

Page 160

Why is the Indian boy "the happiest
little Indian in the world"?
What did he do just before he
disappeared?

Why are the two boys smiling? Why is
Running Wolf in such a hurry to leave
his new friend?

"but"

*Following the reading, return to the problem posed in
the introduction and discuss similarities and differences
between your pupils and Running Wolf.*

3. Following the reading

Practice Book

a) Use Practice Book page 46.

b) Have pupils dramatize (1) what the white boy told when he returned to
his family; (2) what Running Wolf told when he returned to camp.

Poem

c)

OTHER CHILDREN

Some children live in palaces
Behind an iron gate
And go to sleep in beds of gold
Whenever it gets late.

Some other children live in tents
With feathers all around
And take their naps in blankets
That are spread upon the ground.

And way up north the children live
In houses built of ice
And think that beds made out of fur
Are really very nice.

In countries where the nights are hot,
 Without a single breeze,
 The children sleep on bamboo beds
 That fasten in the trees.

Some day I think I'll travel 'round
 And visit every land
 And learn to speak the language that
 Each child can understand.

They'll teach me how to play their games
 And, if they want me to,
 I'll show them diff'rent kinds of tricks
 That I know how to do.

They'll want to ask me questions then
 And I will ask them others,
 Until at last we understand
 Like sisters and like brothers.

Helen Wing

C. ACTIVITIES RELATED TO BLOCK 103

- | | |
|---------------------------|--|
| writing a
conversation | *1. If Running Wolf and the white boy had known the same language, write the conversation that you think would have taken place when they met in the forest. |
| writing a
description | *2. If possible, show pupils pictures of pioneer homes and Indian homes. Discuss their similarities and differences. Have the pupils pretend to be either Running Wolf or the white boy and write a short description of his home. |

BLOCK 104

I SKILLS LESSONS

A. LISTENING

(No lessons suggested for this block)

B. WORD PERCEPTION

Phonetic analysis — review consonants *c* and *g*

Lesson 23: page 260

Practice Book: page 47

C. INTERPRETATION

Understanding sentence meaning — pronoun reference

Lesson 27: page 385

STORIES TO STUDY A and B: page 18

D. SPELLING

Page 335	Word list	1. cent cost	2. ride what	3. sister
	Test-Study	this three	will did	

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

- Theme: People are more alike than different.
1. **Oral Discussion** Build your discussion on the concepts developed from the story "Running Wolf." As the story was read, attention was focussed on the similarities between the children. Now discuss the probable similarities between the two groups Indians and the white men. (Both have built homes for their families; both hunt for food; both laugh and talk as they work; each admires the skill of the other, etc.)
 2. **Writing**
 - a) Things both the Indian and white men liked to do.
 - b) Things the pioneers did that we still do today.
 - c) Ways in which Running Wolf and the white boy were alike.
- Suggested topics

B. READER SELECTION

“THE HUNTER OF LONG AGO”

Theme People are more alike than different.
 (Steve learned that the Indians and the white men weren’t enemies at all
 times.)

1. Vocabulary

Core words:	Other words:
Page 161 held	Page 161 strange- looking
Page 165 lost	arrowhead Page 164 battle
Page 168 used	Museum
Review words:	believe Page 166 pouch deerskin
Page 161 like	Page 162 history books
Page 162 ride	corral Page 167 Indian Lodge
Page 161 what	

2. Directing the reading

Present the story title. Relate it to the arrowhead in the boy’s hand in the picture.

Help the pupils to recognize and enjoy the literary device of telling a story within a story. Guide the reading to help pupils make inferences as they read (and incidentally to recognize Steve’s unfounded inference about the Indians).

Suggested questions to guide the reading:

	B	A
Page 161	What might Steve have said instead of “I’ve never seen a white one”? How do the children know they have found an arrowhead? How does Steve know it is a good one? What does Steve think it was used for?	Read Steve’s last speech. What does he mean by “it”? Why does Steve think the arrowhead was used in a battle? Do you agree with him? What else might it have been used for?
Page 162	Where did Steve learn about Indians and white men? Where else might he have learned about them?	In what ways could Steve have learned about Indians and white men?
	Who is Joe Rusty? How is he like white men? How is he different?	
Page 163	Who does Joe mean by “my people”? What does Joe work at?	
Page 164	What did Steve want to ask about?	Why did Steve think Joe wouldn’t tell him about battles? What did Joe think of as he looked at the faraway hills?

B**A**

Page 165

*Be sure pupils recognize pictures and text as telling
a "story within a story."*

What did the Indian hunter see? Why
did he follow the tracks? What did he
find?

How did the hunter know the white man
lost? What would have happened to the
white man?

Page 166

What did the hunter do?

What did the hunter do? Why hadn't the
white man done these things for himself?

Page 167

What will happen after the men get to
the Indian Lodge?

Why do you think Joe told this story?

Page 168

What does Steve think about his arrow-
head?

What does Steve understand now?

Do you think Joe Rusty is a good neighbor to have?

3. Following the reading

Practice Book

a) Use Practice Book page 48.

Poem

b)

INDIAN CHILDREN

Where we walk to school each day
Indian children used to play —
All about our native land,
Where the shops and houses stand.

And the trees were very tall,
And there were no streets at all,
Not a church and not a steeple —
Only woods and Indian people.

Only wigwams on the ground,
And at night bears prowling round —
What a different place today
Where we live and work and play!

Annette Wynne

C. ACTIVITIES RELATED TO BLOCK 104

review
stories—
making
judgments

*1. Have the pupils look at the Table of Contents for the first two sections of *Out a Away*. Tell them to recall the people and incidents in the stories and answer the following questions.

- Which person would you most like to be? Why?
- Which story would you like to have happened to you? Why?
- Which is your favorite story? Why?
- Which person would you most like to have for a friend? Why?
- Which picture did you like best? Why?

BLOCK 105

I SKILLS LESSONS

A. LISTENING

To recognize relationships — time

Lesson 28: page 474

Lesson 29: page 476

B. WORD PERCEPTION

a) Using the context

Lesson 62: page 291

Practice Book: page 49

b) Structural analysis — compound words

Lesson 78: page 305

Practice Book: page 50

C. INTERPRETATION

Recognizing relationships — time

Lesson 28: page 386

STORIES TO STUDY A and B: page 49

Lesson 29: page 387

STORIES TO STUDY A and B: pages 51-52

D. SPELLING

Page 336

Word list

1. cannot
good-bye
anything

2. buy
keep

3. penny
pennies

Test-Study

cowboy
today
into

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

Theme: Automatic devices help in enforcement of traffic laws (parking meters).

1. Oral Discussion Discuss the purposes served by parking meters. Bring out (a) the necessity for traffic control, and (b) the automatic control exercised by parking meters. You might initiate the discussion by having the pupils recall instances when their fathers had driven around looking for a place to park. This will focus attention on the congestion in busy areas and the necessity for some form of control to force or encourage (depending on whether or not there is a time limit as well as a charge) the sharing of parking facilities. Discuss how the parking meters are checked in your area — police or men whose specific job it is to check on parking.

Discuss the operation of the parking meter, using a chalkboard diagram if necessary. Pupils may relate this to devices (such as egg timers, or minute timers on stoves) they have at home.

Suggested topics

2. Writing

- How a parking meter operates.
- Reasons why parking meters are necessary.
- Develop a story about what happened to a car whose driver stayed away too long.

B. READER SELECTION

“LUCKY PENNIES”

Theme

Automatic devices help in enforcement of traffic laws (parking meters). (Elizabeth valued her lucky pennies — but she didn't want the policeman to put a ticket on her friend's car.)

1. Vocabulary

Core words:

Page 172 through

Page 174 near

Page 176 move(ed), (ing)

Review words:

Page 172 buy

Page 173 keep

Other words:

Page 172 shiny
envelope

Page 176 minutes
circle

Page 173 really
garage

Page 178 listening
nickel

Page 174 trouser
Thunderation!

Page 179 winked
wrapped

Page 175 chance

Page 180 package

2. Directing the reading

Present the story title. Do *not* refer to the preparatory discussion at this point.



When guiding the reading, encourage the pupils to recognize Elizabeth's reluctance to part with her pennies and her sense of consideration for her friends; and the policeman's puzzlement.

Recognizing
relationships —
time

B

A

Page 172

How often did Elizabeth meet the mailman?
What was the "different" kind of letter?

What surprised Elizabeth? Why were the pennies placed in the letter?

Page 173

Why does Elizabeth want to keep the pennies? Where did she go with her pennies?

Why isn't Elizabeth going to spend the pennies? Why does she wish they were really gold?

Introduce the term, "window shopping".

Page 174

How did Elizabeth get down town? How did Billy get down town?

How long has it taken Elizabeth to get down town?

How did it happen that both Elizabeth and Billy arrived at the parking meter at the same time?

Page 175

How do you know Mr. Bangs is in a hurry? How much money does he need for the meter? How long is he going to be?

How long does Mr. Bangs expect to be gone? What does he mean when he says "I'll have to take a chance?"

Why is the policeman putting a ticket on the car?

Page 176

Why did Elizabeth put the penny in the meter? How long can the car stay now?

Why did Elizabeth count the minutes backwards? How long is 12 minutes? (*relate to a familiar experience*) How long did it seem to Elizabeth?

Page 177

How long was it until the policeman came back?

How long has Mr. Bangs been away?

How does Elizabeth feel about losing her pennies? Why didn't the policeman give Mr. Bangs a ticket when he'd seen the red circle twice?

Page 178

How many minutes ticked away? Why is the policeman puzzled? Why did the meter move up to sixty minutes? What could Mr. Bangs and Billy do in an hour?

Page 179

Why isn't Elizabeth really happy with her surprise?

What tells you Elizabeth is a polite child?

Why did Mr. Bangs wink at the policeman?

B

A

Why did Elizabeth change her mind about her gift?

To whom did Elizabeth give the pennies? How many people should be lucky now?
Why did she give them?

*Following the reading, discuss the problems faced
by Mr. Bangs, Elizabeth and the policeman.*

3. Following the reading

Practice Book

a) Use Practice Book page 51.

C. ACTIVITIES RELATED TO BLOCK 105

oral —
using similies

* 1. Have pupils complete the following sentences.

New pennies shine like_____.
Parking meters are like_____.
A roll of pennies looks like_____.
etc.

writing a
paragraph

2. Have pupils write a paragraph beginning

Once I had a lucky charm. (I have.....)
It was lucky because _____.

comparison

*3. Compare Elizabeth's plans for her "Lucky Pennies" with William's "Magic Wishbo
(*Stories to Study*, pages 51-52)

making a list

4. Have pupils list as many other automatic machines as they can; for example, pop
machines, coin laundries, candy machines, etc.

imaginative
writing

*5. Discuss the travels of a penny (nickel, dime, quarter) with the pupils. What do yo
think happened to Elizabeth's lucky pennies after she put them into the parking meter
What happened to them after that? Do you think they might again be lucky pennies? H
might they become lucky pennies? Can you think of how a penny might be really impo
in the life of a boy or girl? Have pupils write the story of a penny, focussing attentio
on a single exciting incident.

(related to
Interpretation
Lesson 28)
time
relationships

*6. Pupils re-read "The Fairy Who Got a Surprise" (*Stories to Study*, page 25). Have
them tell the time of year the story took place and then list the clues from the story
that helped them decide on the time.

time
relationships

(related to
interpretation
Lesson 29)
imaginative
writing

*7. Have pupils pretend they are about to write a story. Each chooses his own topic and then lists three things he would mention when writing that would tell his readers when the story took place. Later have these clues read and classmates attempt to establish the time of the proposed story.

8. Have each pupil list the six wishes he would make if he were in William's place. Have the pupils write what they imagined when they "thought and thought" about *one* of the wishes.

Poem
Page 170
OUT
AND AWAY

MOTOR CARS

Read the poem to the pupils.

Ask the pupils to listen as you read the poem again to find out what the poet thinks the motor cars are like.

Discuss briefly:

a) where the poet is watching from,

b) the ways in which the cars remind the poet of beetles.

Pay particular attention to such phrases as:

"as they slowly crawl"

"huddle close with hum and drone"

"grope their way"

"the golden feelers of their light."

Have the pupils close their eyes, pretend they are in a "city window, 'way up high," and listen and "watch" as you read the poem again.

Poem
Page 171,
OUT
AND AWAY

THE POSTMAN

This poem is very simple, both in idea presented and language used. Have the pupils study and prepare the poem for oral reading independently. Have several pupils read it orally to the class.

BLOCK 106

I SKILLS LESSONS

A. LISTENING

To make inferences

Lesson 30: page 478

B. WORD PERCEPTION

Phonetic analysis – vowel digraphs *oa*, *ay*

Lesson 24: page 261

Practice Book: page 52

Lesson 25: page 262

Practice Book: page 54

C. INTERPRETATION

Inferring

Lesson 30: page 388

STORIES TO STUDY A and B: pages 54, 55, 56

Lesson 31: page 389

STORIES TO STUDY A and B: pages 58-59

D. SPELLING

Page 337	Word list	1. away say boat coat road	2. where shall	3. child
	Test-Study	bat Dad	of had	

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

Theme:
Innovation
leads to
increased
productivity.

- 1. Oral Discussion** Using a square piece of paper and scissors cut out a circle. Ask the pupils how you could proceed to cut out six more circles of the same size. Lead them to see that the way to produce the six circles in the shortest time would be to pile six pieces of paper one on top of the other and cut around the circle pattern, thus getting six circles with one cutting.

Discuss time-saving devices commonly used today. At the same time compare each device with the old-fashioned model in terms of efficiency, saving of time and energy, or increased productivity; for example, the power mower with grass-catcher attached vs. hand mower and rake, the snow-blow machine vs. men shovelling snow, or the electric milking machine vs. the hand-milking method.

Stress that each new machine or thing that we have is the result of *an idea* of someone's.

The examples which you choose should be familiar to the pupils in your class.

Ask your pupils if they have ever invented new ways of doing things, or if they know of something someone else has thought of. If pupils are familiar with the story of Hansel and Gretel discuss the idea of the children using pebbles to find their way home.

2. Writing

Suggested
topics

- An account of the ideas that pupils related in the oral discussion.
- Prepare two lists of items, one set used in pioneer days, the other in use today.
- "Necessity is the Mother of Invention."

B. READER SELECTION

"TURKEYS AND BELLS"

Theme

Innovation leads to increased productivity.
(Clare solves a mystery that had her mother puzzled.)

1. Vocabulary

Core words:

Page 181 mean

Page 182 sure

Review words:

Page 182 shall

Page 183 where

Other words:

Page 182 hatch Page 184 harness

troubled

voice Page 185 caught

Page 183 finished
bushes
thoughtfully

2. Directing the reading

Present the story title. Refer to the picture and ask the pupils to give opinions about the times in which this story takes place. Have them provide evidence for their choice (picture clues). Have the pupils conjecture on the possible association between turkeys and bells.

Through your questioning, help the pupils to realize that when Clare was faced with a real problem, she was able to come up with a solution through creative thinking.

Inferring

Suggested questions to guide the reading:

B

A

Page 181

Read until you come to the question "What does that mean?" (*Be sure the pupils realize who asked the question.*) Answer the question. How did you arrive at your answer? Read the rest of the page and check the accuracy of your answer.

Page 182

Why does Clare think that there will be baby turkeys? Why does Mother think that there may not be baby turkeys? About how many turkeys could Clare have if she found the nests?

What would Mother do if she could find the nests? Why would it be worth while for Clare to try to find the nests?

Page 183

How would you go about trying to find the nests? How do you know that Clare wasn't going to look in the woods for them?

How did Clare proceed to solve the problem of the missing nests?

What do you think she will do with the red wool?

Page 184

Look at the picture. Were you right? What do you think Clare will do with the bells?

Page 185

How do you know that Mother didn't know about Clare's plan? Where had the four turkeys been when Clare tied wool on the others?

Why did Clare want to catch the turkeys? Why did they have no red wool? Why didn't they have red wool on their necks?

Page 186

Why did she tie bells on the four turkeys? What will happen to the bells when the turkeys move?

How will the bells solve Clare's problem? How does Mother feel about Clare's good idea?

What reward will Clare get for her bright idea?

Following the reading discuss with the pupils the efficiency of Clare's solution, in terms of time and energy. The pupils may be able to contribute other ideas for solving the problem. They may need some "thinking time" before coming up with a solution. This is an opportunity for creative responses.

3. Following the reading

Practice Book

a) Use Practice Book page 53.

C. ACTIVITIES RELATED TO BLOCK 106

rd meanings

*1. Variant Word Meanings:

mean

- (1) What does red wool on the turkey's neck *mean*?
It *means* that the turkey slept in the turkey house last night.
- (2) I *mean* to have those turkeys.
- (3) The *mean* little boy kicked the dog. A kind boy wouldn't do that.

Discuss the three meanings of *mean*. Have the pupils give sentences using the different meanings.

rest

- (1) The *rest* of the time they eat. The *rest* of the turkeys ran.
- (2) I *rest* when I'm tired.

Follow the procedure suggested for *mean*.

picturesque
language

2. Unusual Use of Words:

- (1) Mother will *keep her eye on* the turkeys.
Mother will *look at* the turkeys.
Mother will *watch* the turkeys every moment.
Mother will *put her eye on* the turkeys.
- (2) *In no time at all* they were lost in the woods.
Very quickly they were lost in the woods.
In less than a second they were lost in the woods.
In fifteen minutes they were lost in the woods.

Have the pupils read the numbered sentence, noting the underlined words. Then have them read the three sentences listed below and choose the one that is the most accurate restatement.

description

*3. Discuss with pupils:

What will Clare do now?
How will she listen for the bells?
How will she walk so as not to frighten the turkeys?
How will she walk so as not to step on the nests?
How will she take the eggs out of the nests?
How will she carry the eggs home?

During the discussion emphasize words and phrases of "manner," e.g., *quietly, gently, carefully, one step at a time, one by one*, etc. Some of these should be listed on the chalkboard.

Have the pupils describe how Clare brought the eggs home. Provide for a brief and informal appreciation of some of the descriptions. Note effective use of words and phrases of manner.

(related to
Interpretation
Lesson 30)
noting details

descriptive
words

Oral or written
conversation

Group A
(related to
Interpretation
Lesson 31)

Group A

- *4. Have the pupils turn to pages 54-56 in *Stories to Study*. In the story, have the pupils underline all the words and phrases that show that this was a naughty fairy. Remind pupils to underline *only* the parts that indicate naughtiness.
- 5. Suppose you were the frost king. How would you punish the naughty fairy?
- *6. Have pupils develop a list of words that describe the frost fairy.
- *7. Have pupils relate (orally or in writing) an imaginary conversation in which an animal who has observed the frost fairies' activities describes them to another animal who has not seen them.
- 8. Suppose Billy's Sandman offered to give you a wish. What would you wish for?
- 9. Have pupils list three reasons why they would (a) like, and (b) not like Christmas every day.

BLOCK 107

I SKILLS LESSONS

A. LISTENING

For the main idea

Lesson 31: page 479

B. WORD PERCEPTION

Phonetic analysis — vowel digraphs *ai, ea*

Lesson 26: page 263

Practice Book: page 54

Lesson 27: page 264

Practice Book: page 55

C. INTERPRETATION

Understanding the main idea

Lesson 32: page 390

STORIES TO STUDY A and B: page 60

Lesson 33: page 391

STORIES TO STUDY A and B: page 62

D. SPELLING

Page 338	Word list	1. train wait each ear dear	2. name near	3. city cities
	Test-Study	hill far	home his	

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

Theme:
Names often
have a
significant
meaning.

- 1. Oral Discussion** Consider the names of pupils in your class. Note that some have been given names of special significance; that others have names chosen simply because their parents like them. Nicknames that have been "earned" will prove interesting. Consider local place names of interest.

2. Writing

Suggested
topics

- a) My name is _____.
It was chosen because _____.
I live in _____.
It is called _____ because _____.
I live on _____ Street.
The street is called _____ because _____.
b) How our school was named.
c) An account of the reasons given by pupils for the choice of names of hockey teams.

B. READER SELECTION

"PLACE NAMES IN CANADA"

Theme

Names often have a significant meaning.

(Many of our most interesting place names date from early Indian times.)

1. Vocabulary

Core words:

Page 187 time
place

Review words:

Page 187 name
near

Other words:

Page 187 especially
interesting
Iroquois
country

Page 188 Yoho
British Columbia

Page 189 Niagara Falls
Ontario
Huron Indians
thunder
thunderer

Page 190 Oromocto- (Or ə mok'tō)
New Brunswick
Malecite Indian - (Mal'ə s)

Page 191	Windigo – (Wind' i gō)	Page 192	Winnipeg
	musical		reasons
	island		Manitoba
	Quebec		legend
	disappeared		prisoner
	imagine		escaped
			Alberta
			finally
			peace
			Wetaskiwin – (Wə tas' kə win)
Page 193	Ontario	Page 194	amusing
	Penetanguishene –		Medicine Hat
	(Pen'ə tang'gwə shēn')		magic
	pieces		language
			explain
Page 195	Kelowna – (Kə lō nə)	Page 195	Lilloet – (Lil' ü et)
	Wabigoon – (Wo' bə gūn')		Klondike
	Coaticook – (Kōt' ə kuk)		Mackinac – (Mak' in ak')
	Penticton – (Pen tik' tən)		

2. Directing the reading

Present the title. Relate this to the oral discussion.



Use a map of Canada to locate the places as they are discussed. (Pronunciation guide for the teacher's use is included in the list of words for each page.) Make full use of the accompanying photographs to develop an appreciation for the natural beauty of our country and an understanding of the appropriateness of the place names.

As the names are explained, try to develop an appreciation of the long history behind them, and a recognition of our continuing ties with the Indian culture.

It does not seem necessary to develop two levels of interpretation of this essay. All pupils should be looking for simple explanations of interesting names.

It is planned to have pupils develop a simple outline of the essay content. During the reading, concentrate attention on isolating the main ideas that will later be used in the outline.

Understanding
the main idea

Suggested questions to guide the reading:

Page 187	What makes names interesting? How did Canada get its name?
Page 188	Why is Yoho Park well named?
Page 189	Who named Niagara Falls? How did they choose the name?
Page 190	Look at the picture. Why do you think the Indians named the river "Oromocto"?
Page 191	Would Indians care to visit the Windigo Islands? Do they look to be unpleasant places?
Page 192	How did Winnipeg get its name? Is this a true story?

(Have pupils use the context to determine the meaning of 'legend'.)

Page 193	Why was Wetaskiwin chosen as the name for a town?
Page 194	How do you think the Indians first happened to call the place 'Penetanguishene'?
Page 195	Did the Indians and the white men have the same name for Medicine Hat? Why not?
	Have the pupils answer the questions. If they do not know the answers, have them consult their parents or other adults.

3. Following the reading

Practice Book

a) Use Practice Book page 56.

Note for Special Exercise:

Following are the common explanations for the origins of the place names listed on Practice Book page 56. Compare the pupils' explanations with these.

Crow's Nest Pass: a mountain pass in the Canadian Rockies

The name is taken from the English translation of the Indian name for this place — "nesting place of crows".

Moose Jaw: a city in Saskatchewan

The name derives from a story that tells how a white man mended his cart at this place with the jaw bone of a moose.

Copper Cliff: a town in Ontario

This town is the centre of a copper producing area; there are copper smelters here.

Battle Lake: a lake in Alberta

There are stories of many battles that took place near this lake between the Blackfeet and the Cree Indians.

Prince Albert: a city in Saskatchewan

This city was named for Prince Albert, the husband of Queen Victoria.

Pugwash: a town in Nova Scotia

This is a Micmac Indian word meaning "a bank of sand."

- b) Study with your pupils the Indian names listed on page 195 of the reader, and the translation of each. Have oral stories composed to explain how each name happened to be given to a place.

Poem

c)

GENTLE NAME

Mary is a gentle name
Like the sound of silver bells,
Like a blue and quiet flame,
Like country brooks and ferny smells;
A friendly, wistful name and airy —
Mary.

Selma Robinson

C. ACTIVITIES RELATED TO BLOCK 107

ing reasons

- *1. Have the pupils complete the following:

I have a pet called_____.

His name was chosen because_____.

or

If I had a pet I would call him_____because_____.

(related to
interpretation
Lesson 32)
descriptive
words

2. Have pupils list words that could describe (1) the bear, and (2) the chipmunk.

outline

- *3. Have the pupils use page 60 in *Stories to Study*. Direct them to write one sentence that gives the main idea of each section of the story. These sentences should tell the story in outline form.

BLOCK 108

I SKILLS LESSONS

A. LISTENING

To note details

Lesson 32: page 480

Lesson 33: page 482

B. WORD PERCEPTION

Structural analysis — suffix *-ly*

Lesson 79: page 305

Lesson 80: page 306

Practice Book: page 80.

C. INTERPRETATION

Noting details

Lesson 34: page 393

STORIES TO STUDY A and B: page 64

Lesson 35: page 394

STORIES TO STUDY A and B: page 65

D. SPELLING

Page 338	Word list	1. kind kindly slowly	2. their give	3. bus zoo
	Test-Study	back black	blue if	

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

Theme:
There are
many civic
institutions
maintained
for the
education
and enjoy-
ment of
citizens,
or example,
the zoo.

- 1. Oral Discussion** Refer to the story "A Special Sort of Day", in Section 2. Have the pupils recall the special trip to the zoo that Miss Cameron's class was taking.

Discuss the purpose of the zoo and who builds the zoos and looks after them. Bring out the following points: the zoo provides not only enjoyment but education for people; zoos are supported by the city, town, or provincial governments.

2. Writing

Suggested
topics

- a) Things you can learn at the zoo.
- b) What I like best at the zoo.
- c) List other civic institutions maintained for education and/or enjoyment of citizens.
- d) An adventure at the zoo.

B. READER SELECTION

"THE LION IS BUSY"

Theme

There are many civic institutions maintained for the education and enjoyment of citizens, for example, the zoo.

(The lion was busy UNTIL he almost lost his most ardent fan.)

1. Vocabulary

Core words:

Page 197 wait
 ready

Review words:

Page 196 their

Page 197 first

Other words:

Page 196	squirmed	Page 200	fierce
			certainly
Page 197	tightly		
	interested	Page 202	stretched
	remember		
Page 199	finally	Page 204	wonderful
	building		bought
	thought		

2. Directing the reading

Present the title. Discuss what a busy lion might be doing. Have the pupils examine the picture on page 196. Ask how the children are behaving and why.

During the discussion have pupils read aloud those sentences that contain italicized words. This will direct their attention to the emphasis that is called for when words are printed in this manner.

Suggested questions for guiding the reading:

Noting details	B	A
Page 196	How did the children act because they were excited? Why were they excited?	What did different children do because they were excited?
Page 197	How were the children going to the zoo and what did they take with them? Who was first in line? Why did Miss Wilson tell the children to stay together? Who decided where they would go first?	Why was Gordon first in line? What two instructions did Miss Wilson give the children?
Page 198	What five things did the seals do?	
Page 199	Where did the children go next? What did they buy for the animals? Why was Gordon first to see the lion? What was the lion doing?	How did the visit to the elephants differ from two ways from the other visits? Describe how Gordon acted and what he saw at the lion house.
Page 200	How did the children expect the lion to act? What did the lion seem to say to Gordon? How did Gordon scold the lion?	Why was Gordon cross at the children? What did the lion say?
Page 201	Gordon was talking to the lion. He thinks that he can tell what the lion would say if a lion could talk. What reason did the lion give for his behavior and what was Gordon's answer? How did the lion reply? What job did Gordon expect the lion to do?	Read this page and try to remember the parts of the conversation in order.
Page 202	What did Gordon threaten to do? How did the lion act then?	Why and how did the lion's behavior change?
Page 203	How did the children's behavior change?	
Page 204	Why was the lion still Gordon's favorite animal? How do you think the lion feels? Why?	What made the day a wonderful one for the different children?

Oral
reading

In addition to those sentences containing italicized words, two other parts of the story lend themselves to the reading of the direct words of the speaker: the instructions given by Miss Wilson on page 197 and the conversations between Gordon and the lion on pages 200-204.

3. Following the reading

Practice Book

- a) Use Practice Book page 58.

Poem

b) **EXCUSE US, ANIMALS IN THE ZOO**

Excuse us, Animals in the Zoo,
I'm sure we're very rude to you;
Into your private house we stare
And never ask you if you care;
And never ask you if you mind.
Perhaps we really are not kind;
I think it must be hard to stay
And have folks looking in all day,
I wouldn't like my house that way.

Excuse us, Animals in the Zoo,
I'm sure we're very rude to you;
Suppose you all to our house came
And stared at us and called our name.
I hardly think we'd like it at all
In a house that didn't have a wall.
No wonder you pace up and down the floor
And growl a little or even roar—
I'm sure if 'twere we, we'd growl much more.

Excuse us, Animals in the Zoo,
I'm sure we're very rude to you.

Annette Wynne

C. ACTIVITIES RELATED TO BLOCK 108

Noting
details

1. Have the pupils cross out the incorrect responses to the following statements:
 - a) Their favorite animal was the monkey.
(Gordon, Toby, Johnny, Penny, Andy, Chuck)
 - b) Their favorite animal was the elephant.
(Andy, Johnny, Bobby, Toby, Sally, Robin)
 - c) Gordon waited to see this animal.
(tiger, lion, monkey, giraffe, elephant)
 - d) The children were ready
when they had their lunch;
when they were in line;
when they were in their seats.

- e) Gordon was
first to feed the elephants;
first to see the lion;
first in line.

- f) Gordon
waited for the elephant to wake up;
waited for the elephant to roar;
waited for the elephant to look fierce.

descriptive
words

- *2. Have the pupils recall the descriptive words used to show that the children were having a happy, wonderful, exciting day. List the words on the board as they are given. Words that pupils may remember are: *wiggled, laughed, glad, grinned, giggled, excited, sparkled, wonderful.*
Have the pupils give other words to describe this kind of day.

descriptive
words

- 3. Follow the procedure above using words describing the lion.

fierce	yawning	growling
busy	roaring	lashing his long tail
lazy	proud	king of the beasts
scarey		

write a
paragraph

- *4. Have the pupils write a paragraph completing this sentence

“The lion is called the king of the beasts because”

- 5. When Gordon was talking to the lion it was as if the lion answered him. Remind the pupils, through discussion, how the lion probably felt. Have the pupils discuss and write some of the things the lion might have said (if he could talk!) from the “king-si roar” (page 202 on through to the end of the story).

writing a
story

- 6. Have the pupils imagine that one of their pets suddenly learned to talk. Have the write a story about what might happen.

(related to
Listening
Lesson 32)

- 7. Tell three *other* things the man might have done to show his wife how silly it was to move things around.

(related to
Interpretation
Lesson 34)

- 8. Have the pupils list other words that they think are “busy.”

BLOCK 109

I SKILLS LESSONS

A. LISTENING

To make inferences

Lesson 34: page 483

B. WORD PERCEPTION

Phonetic analysis — vowel *a* followed by *l*, *u*, *w*

Lesson 28: page 265

Lesson 29: page 265

Practice Book: page 59

C. INTERPRETATION

(No lessons suggested for this block)

D. SPELLING

Page 339	Word list	1. saw paw because	2. gave want wanted	3. doctor animal
	Test-Study	balls cap	egg him	

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

Theme: There are many kinds of work in our society.

1. Oral Discussion Through the oral discussion, bring out that there are many *interesting* and *essential* kinds of work in our society.

You might ask several pupils what they plan to be when they grow up. Follow this with a group consideration of (1) what makes the several jobs interesting, (2) what makes them important, (3) which are most essential. (Guide pupils to note relative values — some jobs are *more* essential than others — but all contribute to our society.)

Pupils may recall the story, “A Very Important Man” from Section III of *Follow*

2. Writing
- Suggested topics
- a) I want to be
My work will be interesting because
 - b) People who work to keep our school pleasant.
 - c) Jobs to be done so that we have good streets to drive on.
 - d) List the occupations of the fathers and mothers of the pupils.

B. READER SELECTION

“A DOCTOR, JUST LIKE YOU”

Theme There are many kinds of work in our society.

(Ned wanted to do the same kind of work as Dr. Bradford — but he was surprised to find out what kind of work that was.)

1. Vocabulary

Core words:			
Page 206	answer (ed)		
	fine		
Page 209	along		
	yesterday		
Review words:			
Page 205	wanted		
Page 206	gave		
Other words:			
Page 205	excited	Page 206	huge
	decided		exactly
Page 207	hospital	Page 208	tonsils
	patient		
	imagine	Page 209	penicillin
	puzzled		assistant
	usually	Page 212	veterinarian

2. Directing the reading

Discuss the title of the story.

Inferring

Suggested questions for guiding the reading:

B

A

Page 205	At what time did the moving van arrive? How did Ned know his new neighbor was a doctor? Why did Ned think his new neighbor was a good doctor?	Why was Ned excited? Was Ned right to decide that his new neighbor was a good doctor?
Page 206	Why did Ned want to be just like Dr. Bradford?	
Page 207	What did Dr. Bradford suggest to Ned? Why did Ned's mother give him so many instructions? Why did Dr. Bradford go to the hospital?	How do you think Ned will feel about spending the day with his friend? Why was Ned puzzled?
Page 208	Why did Ned think that this was <i>not</i> the hospital? What made him change his mind?	Why did Ned decide that this really was a hospital?
Page 209	When had the doctor visited his patient before? What did he give him to make him better?	What does the doctor say to make Ned feel proud? How does Ned show that he is proud?
Page 210	Where did Mr. Davis and Dr. Bradford go? What did Ned see? Why is Ned puzzled?	What puzzled Ned <i>at first</i> ? What puzzled him next?
Page 211	What kind of doctor is Dr. Bradford?	This story might have been called "Ned's Surprise." What was the big surprise?
Page 212	Is Ned unhappy about his discovery?	

In a follow-up discussion consider the inferences Ned made which led to his mistake. Bring out factors which would lead to his confusion (for example, the common use of terms such as *medicine, hospital, doctor*) and clues which might have told him his friend was not a medical doctor.

3. Following the reading

- | | |
|---------------|--|
| Practice Book | a) Use Practice Book page 60. |
| | b) Have the pupils discuss and make a list of the various kinds of "doctors" they know about. |
| Poetry | c) Read the poem, "The Dentist," to introduce a third kind of doctor whose occupation has stirred a child's imagination. |

THE DENTIST

I'd like to be a dentist with a plate upon the door
 And a little bubbling fountain in the middle of the floor;
 With lots of tiny bottles all arranged in colored rows
 And a page-boy with a line of silver buttons down his clothes.

I'd love to polish up the things and put them every day
 Inside the darling chests of drawers all tidily away;
 And every Sunday afternoon when nobody was there
 I should go riding up and down upon the velvet chair.

Rose Fyleman

- d) Read the poem, "The New Neighbor," and have the pupils compare the reaction of the child in the poem to his new neighbor, with Ned's reaction to his.

THE NEW NEIGHBOR

Have you had your tonsils out?
 Do you go to school?
 Do you know that there are frogs
 Down by Willow Pool?

Are you good at cricket?
 Have you got a bat?
 Do you know the proper way
 To feed a white rat?

Are there any apples
 On your apple tree?
 Do you think your mother
 Will you ask me in to tea?

Rose Fyleman

C. ACTIVITIES RELATED TO BLOCK 109

predicting
outcomes

- *1. Have pupils write an ending for the story:

One day Jimmy came home from school with Ned. "Let's go and see Red," said Ned. "Red is Dr. Bradford's big dog. Dr. Bradford's not at home but he lets me play with Red."

description

- *2. Make a list of words that would describe the kitten which Dr. Bradford gave to Ned.

Use the words you have found to write a description of the kitten. Try to describe the kitten so you would know him from any other kitten in the world. (This might well be a group description with the teacher acting as secretary at the chalkboard and the pupils suggesting ways to improve the description. Bring out the idea that many words may be packed into one rather short sentence.)

Poem

Page 212,
AND AWAY

PEOPLE

Read the poem to the pupils, emphasizing rhythm.

Talk briefly about the fact it takes all kinds of people to make a town.

Re-read the poem.

Have individual pupils read the poem.

In another lesson pupils might recall that this poem dealt with how people *look* and compose a similar poem telling how the people act (noisy, jolly, sad, cranky etc.).

In an art activity each pupil might make a cut-out of one of the people in the town and paste it on a common background.

Poem

Page 213,
AND AWAY

FLYING

Before reading the poem, discuss the illustration. Have the pupils note that the plane is flying *over* the clouds. Encourage them to describe how the clouds look to them and suggest how it would feel to be flying in the plane.

Read the poem.

Compare the author's description of the clouds and the plane ride with the pupils' ideas.

Re-read the poem as the pupils follow in their books. Then have individual pupils read it.

BLOCK 110

I SKILLS LESSONS

A. LISTENING

For the main idea

Lesson 35: page 485

B. WORD PERCEPTION

Phonetic analysis — consonant and vowels sounds represented by y

Lesson 30: page 266

Lesson 31: page 266

Practice Book: page 61

C. INTERPRETATION

Research skill — making an outline

Lesson 37: page 397

STORIES TO STUDY A and B: page 64

Lesson 38: page 399

STORIES TO STUDY A and B: page 65

D. SPELLING

Page 339	Word list	1. candy eye fly yet	2. made make	3. shoe write
	Test-Study	oh too	us one	

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

Theme: Man's dress changes with changes in society.

1. Oral Discussion Discuss the changes in dress in our society. Consider reasons for these changes (as changes in the work we do; our tastes in fashions; available materials.)

You might begin by having the pupils describe the dress of a pioneer family crossing the country in a covered wagon and then describe the dress *their* own families might wear for such a trip. Further discussion could compare the clothes we wear for different activities (work clothes, party clothes, sports clothes).

2. Writing

Suggested topics

- Clothes of long ago.
- Describe the dress of a pioneer girl using the pictures in the story "Turkeys and Bells."
- How spacemen dress.
- What children will wear a hundred years from now.

B. READER SELECTION

"THE STORY OF SHOES"

Theme Man's dress changes with changes in society.

(Man's first shoes were devised for practical purposes — but ever since, style changes have been meant to make them attractive as well as practical.)

1. Vocabulary

Core words:

Page 214	piece(s)
	grew

Review words:

Page 214	make
	made

Other words:

Page 214	bare	Page 217	disappeared
	wrapped		sensible
	threaded		Scotland
	knot		
Page 215	impossible	Page 218	fastened
	musical		comfortable
	leather		balanced
Page 216	England	Page 219	weather
	pointed		certainly
	usual		
	difficult		

2. Directing the reading

Present the title and, referring to the oral discussion, comment that the selection describes the changes that have taken place in shoe styles.



Attention during the guided reading will be focussed on isolating the main ideas and supporting details, preparatory to making an outline. However, the essay includes many interesting word pictures. Encourage pupils to use illustrations and text to form vivid images as they read.

Page 214	It is not deemed necessary to follow different question patterns with your A and B groups for the purposes of this lesson.
Main idea;	What is this page about? (<i>the first shoes</i>)
Supporting details	How did people move about before shoes were invented? Why were shoes needed?
Page 215	What were the first shoes made from?
Page 216	What kinds of shoes have there been since then? What is the main idea of this page?
Page 217	What is the main idea of this page? What information can you give about pointed toes?
Page 218	What happened to shoes soon after? Why did this happen?
Page 219	Whose shoes does this page tell about? Describe some of the kinds of men's shoes. What is the most important idea on this page? Name your favorite kinds of shoes.

3. Following the reading

- Practice Book
- a) Use Practice Book pages 62, 63.
 - b) Following the reading develop a chalkboard outline of the essay content.

Ask the pupils to state the main idea of the essay as a title. Then, either (1) list headings such as the following under the title, or (2) ask the pupils to state the 4 or 5 most important ideas in the essay and use these as headings.

Shoes Have Changed Many Times

- | | |
|----------------------------|--|
| 1. Man's first shoes | Consider each heading and have the pupils contribute details to complete the outline. Pupils should be asked to relate the headings to the pages which dealt with each topic. Have the appropriate sections read to check the choice of details. |
| 2. Pointed toes | |
| 3. Wide toes | |
| 4. Other interesting shoes | |
| 5. Modern shoes | |

C. ACTIVITIES RELATED TO BLOCK 110

ss changes

1. The essay "The Story of Shoes" described changes in footwear through the ages. Have your pupils discuss the changes as people grow from infancy to adulthood.

write a
paragraph

* 2. Have pupils write a paragraph titled, "My Favorite Shoes."

lists

3. Have pupils suggest kinds of shoes that are associated with particular work (as safety boots, ballet slippers, cowboy boots etc.). List these on the board. In a second column, list ways in which each kind is adapted for a particular purpose.

Poem

CHOOSING SHOES

Page 220,
AND AWAY

(Pupils have studied this poem as a *listening* activity — Lesson 19.)

"The Story of Shoes" sets the stage for this poem. Introduce it as a poem about a little girl whose parents were taking her to get new school shoes. Ask the pupils to listen and find out what kind of shoes she *wants* and what kind she *expects* to get. Read the poem.

Consider briefly the answer to the question posed. Then re-read the poem while pupils follow in their books.

Discuss the little girl's opinion of her parents' choice and ask how your reading voice helped them to know what she thought.

Have one or two of your better readers prepare this poem to read to the class.

Many pupils will enjoy memorizing this selection.

BLOCK 111

I SKILLS LESSONS

A. LISTENING

Related to oral reading lessons – individual pupils read orally to group

B. WORD PERCEPTION

Phonetic analysis – distinguishing the sounds represented by *gh*

Lesson 32: page 267

Lesson 33: page 267

Practice Book: page 64

C. INTERPRETATION

Oral reading

Lesson 67: page 427

STORIES TO STUDY A and B: pages 51-52

Lesson 68: page 427

STORIES TO STUDY A and B: pages 54-56

D. SPELLING

Page 340	Word list	1. night right caught	2. off clean	3. children please thank
	Test-Study	cold find	some pet	

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

Theme: Government provides many kinds of services for our protection.

1. Oral Discussion Refer to the story "Lucky Pennies." Recall the purpose of parking meters, bringing out the fact that this is a method of regulating the use of parking places in busy shopping areas. Continue with a discussion of parking lots, and lead into government services that provide different types of protection for citizens. A lengthy discussion will be unnecessary since most pupils will think of the fireman, policeman, garbage man, street cleaners, snow removal crew etc. If snow and ice are unusual in your area you may have to spend more time discussing the work of the sanding crew.

2. Writing

Suggested topics

- a) Services provided by our town or city government for our protection.
- b) Any one government employee — how he serves us.
- c) A specific incident in which a government employee provided help.
- d) A description of a town and life in it *without* government agencies for protection.

B. READER SELECTION

"THE SANDMEN"

Theme Government provides many kinds of services for our protection.
(The children learn — the hard way — that the "Sandmen" are not old meanies.)

1. Vocabulary

Core words:

Page 222 front

Page 226 early

Review words:

Page 223 off
clean

Other words:

Page 222 champions Page 225 meanies

hockey

league

Page 226 uniform

Page 223 goalie
covered

Page 227 explained
certainly

Page 224 idea

Page 228 championship
fault

2. Directing the reading

Present the title.

Suggested questions to guide the reading:

Making judgments			
		B	A
Pages 222-223	Why was everyone in Greenwood proud of the Pee Wee hockey team?		Everyone thought the Greenwood Pee Wee would win the hockey championship. What two reasons make this seem possible?
	Why does Jim think they're sure to win?		
	Read aloud the sentences that make you think Irene's idea was a good one.		Read aloud the sentences that make you think that the children's plan for fun will work? won't work?
Page 224	Why <i>should</i> Rosemary's idea be even more fun? Why <i>wasn't</i> it?		
Page 225		Do you agree with Jim's opinion of the sandmen? Why? Why not? Do you think that the children should have cleaned the sand off? Why? Why not?	
Page 226		Why would the children get better seats if they went early?	
Page 227	Who was responsible for Gary's accident? Why?		Why did Gary's accident happen?
	Why wouldn't Gary let them move him?		How did Gary show good judgment?
	Why did the children put sand on all their slides?		How do you know that the children knew that they were to blame for the accident?
Page 228		Should they be punished? Why? Why not? How?	
		All the people in Greenwood suffered because the children were thoughtless. How? Who do you think minded the most because the Pee Wees lost? Who was hurt the most?	
Understanding the main idea		1) Help the pupils to realize that the children were thinking only of the fun that <i>they</i> could have and of how the sand spoiled <i>their</i> fun. Only a sobering incident caused them to think of the bad effects of their actions and the necessity for the action of the sandmen.	
		2) Discuss future actions of the children in a similar situation.	

3. Following the reading

Practice Book

a) Use Practice Book page 65.

Poem

b) **ICY**

I slip and I slide
 On the slippery ice;
 I skid and I glide, —
 Oh, isn't it nice
 To be on your tummy
 And slither and skim
 On the slick crust of snow
 Where you skid as you swim?

Rhoda W. Bacmeister

C. ACTIVITIES RELATED TO BLOCK 111

Sound words

1. There are many compound words in the story "The Sandmen." Have the pupils use the following words in different types of exercises, such as:

- a) writing the two root words of each;
- b) write the meaning of those starred (for example,
 "sandmen" — *men who spread sand.*)

everyone	anything	Rosemary
Greenwood	doorway	*outside
*afternoon	*sidewalk	*cardboards
*sandmen		

predicting
 outcomes

* 2. The story didn't end very happily. Talk about what might have happened if Gary hadn't broken his leg. Do you think the Greenwood Pee Wees would have won? Write a story about an exciting part of the game.

Poem

TELEVISION

Page 228
 AND AWAY

This easy amusing little poem can be read independently by the pupils. Suggest that they read it two or three times to get the phrasing and intonation "just right," and then select a few pupils to read it aloud.

BLOCK 112

I SKILLS LESSONS

A. LISTENING

For details in informational material

Lesson 36: page 486

B. WORD PERCEPTION

Alphabetizing

Lesson 81: page 307

Practice Book: page 66

C. INTERPRETATION

Noting details — following directions

Lesson 36: page 396

STORIES TO STUDY A and B: page 68

D. SPELLING

Page 340

Word list

1. quick
boxes
these

2. use
ask

3. afraid
ice

Test-Study

box
cook

old
pig

phonics

word
lists

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

- Theme: Government functions for the benefit of the people.
- 1. Oral Discussion** Refer to the story "The Sandmen." Discuss the fact that the men were working on orders from those who govern the town. Explain that towns and cities have a governing body, a group of citizens, who function for the benefit of all the people who live in the town or the city. Introduce the terms "mayor" and "council." Point out that the mayor and the council members are responsible for seeing that the wishes of the majority of the citizens are carried out and that the rights of the people in the town are protected.
- 2. Writing**
- Suggested topics
- What the mayor does.
 - List all the things that a town council has to look after.
 - The people in the town want a swimming pool. What should they do?

B. READER SELECTION

"WHO WILL HELP?"

Theme Government functions for the benefit of the people.
(John takes his father's advice and fights his own battle — with a little help from the mayor!)

1. Vocabulary

Core words:

Page 230 always

Page 231 guess
might

Review words:

Page 230 use
start
ask

Other words:

Page 229 younger Page 233 figure
practise minute
importantly

Page 230 problem Page 234 secretary
learn surprised
captain trouble
shovel

Page 235 person
allowed

Page 232 guys Page 236 chance
ruin hour
coaching

2. Directing the reading

Have the pupils examine the picture on page 229. Ask them who finances and runs this type of rink. Refer to the title. Ask the pupils to conjecture on who needs help and what kind of help.

Noting details
to support
main idea

There is a great deal of conversation in this story. A suitable follow-up activity would be the dramatization of different parts of the story. Thus, the guided reading could serve as preparation for this. The pupils could be asked to give the supporting details in their own words, using the expression which the story character would have used. For variety, silent and oral reading could be combined in certain sections where pupils read aloud the direct words of the speaker in reply to your directions to locate supporting detail.

Suggested questions for guiding the reading:

	B	A
Page 229	Why did the big boys chase Tom and John off the ice?	
Page 230	Why didn't John leave? What reasons did the captain of the team give for his action? What offer did John make?	Why wouldn't the big boys let Tom and use the rink? How did John try to fight own battles?
Pages 231-232	How did the first attempt to fight his own battle end for John? Why did David's father refuse to help them?	
Page 233	Which people had the mayor helped and how? What are the boys going to do about their problem?	Why did John think that the mayor would be the right person to ask for help?
Pages 234-235-236	Why had the mayor not done something about their problem? What did he say he'd do? What was the council's decision? Why did everyone think it was fair?	How are the boys fighting their own battles? What was the mayor's reaction? What things did the council consider in making their decision? Why was the mayor the best helper?

After the guided reading discuss with the pupils the various ways in which the boys "fought their own battles." Contrast this method of fighting with that which children usually use. Relate the refusals of people to help them, and the mayor's agreement to help them to "fight their own battles."

3. Following the reading

Practice Book

a) Use Practice Book page 67.



Note that, in this exercise, *all* the supporting details are true of the story, but not all of them are relevant to the particular main idea. This page requires critical thinking and you may decide that it is too difficult for your slower group. You should then omit it for these pupils.

C. ACTIVITIES RELATED TO BLOCK 112

vowel sounds

1. Have the pupils arrange, according to vowel sound, the following words (taken from the story) under each key word. The words are arranged correctly for your convenience. You will want to list them in random order for the pupils.

stood
could
couldn't
shouldn't
took

too
two
who
school
shooting
broom
do
to

flood
trouble
some
shovel

writing
directions

- *2. Write directions for making an outdoor skating rink.

details

3. Find out who is the mayor in your city or town. Write three things about him.

writing a story

- *4. The mayor finally helped Tom and John with their problem. A number of others might have been able to help but didn't. Who were these people? Why didn't they help? Did they have good reasons for not helping? What could Richard have done? What could Mr. Johnson have done? Write a story in which Richard or Mr. Johnson or someone else helped the boys solve their problem in quite a different way.

giving directions
orally

- *5. Divide the class into small groups of pupils. Have the pupils take turns giving directions for some activity to the rest of the group. Remind the pupils that directions must be given clearly, and in correct sequence.

BLOCK 113

I SKILLS LESSONS

A. LISTENING

(No lessons suggested for this block)

B. WORD PERCEPTION

Phonetic analysis – consonants *s, z, x*

Lesson 34: page 268

Lesson 35: page 268

Practice Book: pages 68, 69

C. INTERPRETATION

Understanding sentence meaning – using the context to distinguish variant meanings of words

Lesson 39: page 400

STORIES TO STUDY A and B: page 60

Lesson 40: page 401

STORIES TO STUDY A: page 66

STORIES TO STUDY B: page 54

D. SPELLING

Page 341	Word list	1. used quiet	2. little those	3. television talk show
	Test-Study	hat two	can cans	

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

Theme: There are many means of communication in our modern society

1. Oral Discussion Discuss the different methods of communication that we use in our modern society. You may wish to have pupils think first of those that have been in use for the longest period of time (mail, telegraph, telephone, radio) and then add ways, completing the discussion with the most recent methods (television, telstar).

2. Writing

Suggested topics

- a) Uses of a telephone.
- b) My Favorite Television Program, or My Favorite Radio Program.
- c) Compose two telegrams, a message and an answer, using key words as is customary.
- d) Write a letter to a radio station asking permission to visit the station during a specific program.

B. READER SELECTION

“TELEVISION STARS”

Theme There are many means of communication in our modern society.
(Purely by chance, two boys and their dog get to communicate, to the TV audience, the fun and excitement of the carnival.)

1. Vocabulary

Core words:

Page 237 seem(ed)

Page 238 people

Review words:

Page 237 little

Page 238 those

Other words:

Page 237	Charcoal	Page 239	taping-machine
	carnival		probably
	ferris wheel		explain
	bleachers		
		Page 240	broadcast
Page 238	giant		
	camera	Page 241	favorite
	cables		Michèle
	television		produce
			producer
			production

2. Directing the reading

Present the story title and refer to the discussion of means of communication. Discuss the meaning of "stars". Invite speculation about who the "stars" in this story might be.

Understanding
sentence
meaning

During the guided reading help the pupils to realize that the printed words often tell only part of the story. The reader must sometimes read further for an explanation, interpret phrases in light of the context, or refer to previous passages in order to fully understand what the author means.

Suggested questions for guiding the reading:

	B	A
Page 237	Did the boys see the men set up the carnival? How do you know? Could the boys really see <i>all over</i> ? Add some words to that sentence to make it more correct.	How do you "set up" a carnival?
Page 238	Read the sentence that tells what all the equipment will be used for. What equipment would be necessary if Reggie's idea of shooting were correct?	What did William mean when he said, "A TV crew has come to shoot the carnival?"
Page 239	What could you say instead of "shooting pictures?" How do you know that there'll be more information about taping a TV show on the next page?	You are told one thing about "taping a TV show" on this page. What is it?
Page 240	 How is the taped show used? The man doesn't know their names. How do the boys know that he wants them when he calls?	What else do you learn about taping a TV show?
Page 241	Who is Reggie's favorite character on the Razzle Dazzle show? How will this taped show differ from the usual Razzle Dazzle shows?	Did William believe the man when he said he wanted them to be on the Razzle Dazzle show? How do you know?
Pages 242-243	Do you think that this would be interesting to see on TV? Read the sentence that indicates that the pictures would be very natural.	
Page 244	Read the sentence that tells you that Reggie didn't look where he was going. How did he fall into the puddle? What does that mean? How did he feel? What did the TV people do?	Read the parts of sentences that tell you that — Reggie didn't look where he was going; Charcoal was no help; Reggie felt badly; Mr. McKee was pleased.

B**A**

Page 245	How did Mr. McKee know what had happened? Refer to the picture and to the text. Will the boys see all the pictures when they watch the show? How do you know? Which one would you choose for broadcasting?	
Page 246	How do you think the children feel as they watch the show?	Why did the author use three sentences about sitting still?
Page 247	Why did Reggie hide his face?	Why didn't the show make mother and the friends feel funny?
Charcoal barked on page 246 and on page 247. On each page for what reason did he bark?		

3. Following the reading

Practice Book a) Use Practice Book page 70.

Poem b) **MANUAL SYSTEM**

Mary has a thingamajig clamped on her ears
And sits all day taking plugs out and sticking plugs in.
Flashes and flashes — voices and voices
calling for ears to pour words in;
Faces at the end of wires asking for other faces
at the ends of other wires;
All day taking plugs out and sticking plugs in,
Mary has a thingamajig clamped on her ears.

Carl Sandburg

C. ACTIVITIES RELATED TO BLOCK 113

synonyms 1. Use the following groups of words from the story. Have the pupils provide words similar in meaning for those underlined. Write their choices on the board and discuss them.

big shaggy dog
little train
merry music of the merry-go-round
dashed down the steps
will *shoot* pictures of you
Charcoal *bounded* in
making the mud *fly* all over Reggie

oral—
word meanings

- *2. Use the following groups of the words from the story. Have the pupils give a sentence in which each underlined word has a different meaning.

The boys ran along the sidewalk.
(for example: A fence ran along the sidewalk.)

to watch the carnival
a little train
got to the park
a giant camera
the TV crew
shoot a picture
taping a show
play the tape again
the Razzle Dazzle show
they heard a dog bark

using a code

3. You may wish to use an exercise such as the following. Most children enjoy this kind of activity and it emphasizes that there are many ways of communicating.

A code is a secret way to send a message. Here is a code.

					
those	these	people	little	big	see
					
seen	can	I	you	to	be

Here is a coded message. Write the words under the code.

Sensory
impressions

- *4. A carnival is a very exciting place. In discussion review what the boys saw at the carnival. What did they hear? What did they taste? What did they touch? What did they smell? (The teacher will not want to include all the senses in the discussion). Bring out words which describe sensory impressions. Write a story involving only one sense e.g., "What I Smelled at the Carnival."

BLOCK 114

I SKILLS LESSONS

A. LISTENING

To draw conclusions

Lesson 37: page 487

Lesson 38: page 488

B. WORD PERCEPTION

a) Phonetic analysis – auditory perception of vowel sounds

Lesson 36: page 269

Practice Book: page 71

b) Phonetic analysis – syllables

Lesson 37: page 270

Practice Book: page 72

C. INTERPRETATION

Drawing conclusions

Lesson 41: page 402

STORIES TO STUDY A and B: pages 74-75

Lesson 42: page 403

STORIES TO STUDY A and B: pages 77-78

D. SPELLING

Page 341	Word List	1. coming doing forget upon	2. need next	3. week once
	Test-Study	hen its	some ten	

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

Theme:
There are
various ways
of arranging
payment for
goods in modern
society.

- 1. Oral Discussion** Talk about the various ways of paying for goods purchased. Do not consider the economics of charge accounts, credit cards, time payments etc. but draw attention to the *variety* of methods of payment and the convenience of some of these. Be certain that pupils realize that even though goods may be *charged*, eventually the goods must be paid for in money.

Centre the discussion on methods of payment which children may have observed (purchase of gas using a credit card; paying or being paid by cheque; purchase of movie orders etc.).

2. Writing

Suggested
topics

- a) Individual writing:

I went to the store to get _____ for
my mother. I paid for it with _____.

- b) A list of items to be bought with the approximate price
of each;

e.g. an ice cream cone 5¢
a chocolate bar 10¢
a box of crayons 15¢
a coat \$10.95
etc.

- c) What I would buy if I had \$10.00.

B. READER SELECTION

“CHARGE IT, PLEASE”

Theme

There are various ways of arranging payment for goods in modern society.

(Mary Jane couldn't believe her luck. She had a magic card that let her buy things without paying for them — until the day she asked for too much.)

1. Vocabulary

Core words:

Page 248 wrote

Page 250 next

Page 251 believe
today

Review words:

Page 248 full

Page 250 work

Other words:

Page 248	charge magic	Page 255	counter chose
Page 249	closely	Page 257	telephone
Page 253	kindergarten spoil		

2. Directing the reading

Present the title. Discuss the meaning, and usual use of the expression “Charge it, please.”

Use guiding questions to direct attention to evidence in the story that will form the basis for drawing conclusions, and to factors that will assist the pupils in judging the actions of story characters.

B

A

Page 248

Drawing
conclusions

Making
judgments

What is Mary Jane going to buy?
What does she think she will need?
What did her mother give her instead?
What did Mary Jane think about as she
walked along? Did she understand
what “charge it” meant?

Why did Mary Jane ask her mother for the
money? What did her mother explain to
her? Did Mary Jane understand?

Page 249

Did Mary Jane really believe the card would work?
How do you know?

What did Mr. Ellis write down? Why
did he do that?

Why did Mr. Ellis write in his book?

Did Mary Jane know why he wrote something down?

What did Mary Jane do with the card?

Page 250

Was Mary Jane right to use the card again?

*(Use further questions as necessary to bring out that
Mary Jane was not aware that her mother would even-
tually have to pay.)*

What should Mr. Ellis have done with
the card the first time Mary Jane used
it? What should Mary Jane’s mother
have done when she came home with
the handkerchiefs?

Whose fault is it that Mary Jane is us-
ing the card?

Whose fault is it that Mary Jane is using
the card?

Why did Mrs. Jones and Mr. Ellis not think
about the card again? *(Pupils should
realize that they never imagined Mary Jane
would re-use it.)*

Page 251

How do you know that Mary Jane still doesn’t really
believe in the magic card?

Page 252	What did Susan want? Why wouldn't Mary Jane get it for her? Does Mary Jane <i>really</i> believe the card is magic?	What suggests that Mary Jane is still not certain the magic card will <i>always</i> work?
Page 253	Why doesn't Mary Jane's mother tell her she can't use the card any more? Why didn't Mary Jane tell her mother about taking her friends to the store? Does Mary Jane know she is wrong to be using the card? <i>(Guide pupils to recognize that Mary Jane must have some doubts that have prevented her from mentioning the wonderful magic at home.)</i> Why didn't the store clerk stop Mary Jane from using the card? <i>(Guide the pupils to note that the store clerk has been a different one each time. Have them return to illustrations on pages 249, 251, 252.)</i>	Does Mary Jane know she is doing wrong?
Page 254	Why did Mary Jane take the whole class? Why didn't the children believe her? Why is she now so certain the card will work?	Why is Mary Jane no longer afraid of "the magic"?
Page 255	What did Mary Jane ask for? What did the girl write down in her book? What did the children all think? What did they all do? Will Mary Jane be happy about this?	How does Mary Jane feel as all the children licked their ice cream? How do you think Mary Jane feels at the end of the story? Why doesn't Mary Jane tell the boys and girls they can't have the toys? (relate to Susan and the doll, p.252).
Page 256	Why is the man asking questions about the card?	
Page 257	To whom did the man telephone? What did she tell him? What did the children think had happened? How do you know the man is kind?	Why didn't the children get their toys? What did they <i>think</i> they didn't get them? What tells you that the druggist is a kind man?
Page 258	What do you think Tom might say to Mary Jane now? Why is she so upset? Who will explain to her what has happened?	Why is Mary Jane so disappointed?

Following the reading, consider again the question: "Whose fault was it?"

1. *The store personnel:* have pupils note the evidence that led the druggist to make the telephone call and decide whether or not this should have been done sooner; discuss the effect of having more than one store clerk.
2. *Mrs. Jones* — Discuss: if she was right to give Mary Jane a note with such general instructions; whether or not she should have asked what became of the note; whether she should have explained what the note meant.
3. *Mary Jane:* should she have known better?

3. Following the reading

Practice Book

- a) Use Practice Book page 73.
- b) Discuss what happened when Mary Jane arrived home. After considering the probable explanation Mrs. Jones gave, have two pupils dramatize the situation.
- c) Read the poem "The Animal Store." Let the pupils imagine what would happen if the speaker had a "magic card" for *that* store.

Poem

THE ANIMAL STORE

If I had a hundred dollars to spend,
Or maybe a little more,
I'd hurry as fast as my legs would go
Straight to the animal store.

I wouldn't say, "How much for this or that?" —
"What kind of a dog is he?"
I'd buy as many as rolled an eye,
Or wagged a tail at me!

I'd take the hound with the drooping ears
That sits by himself alone;
Cockers and Cairns and wobbly pups
For to be my very own.

I might buy a parrot all red and green,
And the monkey I saw before,
If I had a hundred dollars to spend,
Or maybe a little more.

Rachel Field

C. ACTIVITIES RELATED TO BLOCK 114

Writing a note

- * 1. Have pupils write a note which Mrs. Jones might have given Mary Jane so that the druggist wouldn't make a mistake.

Remembering details

2. Write several statements made by the characters in the story "Charge It, Please." Have the pupils read each and identify the speaker. For example:

"I bet you don't have a magic card!"

"I could hardly believe it! The girl gave me an ice cream cone and I didn't have to pay."

"You won't need money if I give you this, Mary Jane."

etc.

Writing a letter

- * 3. Discuss with pupils what they might buy with a magic card. For whom, for example, would you buy a gift? Why? Help the pupils to identify people at home and in the community who should be appreciated.

Through discussion develop a letter to someone thanking him for performing some service, tell him about "magic cards," and tell him what you would buy for him if you had a magic card.

Have each pupil write his own letter.

(related to
Listening
Lesson 34)
synonyms

4. List the following words and phrases and have pupils give other words that mean the same. If you think the pupils will have no difficulty reading the words, make this an independent activity. For those who may have difficulty reading, put the exercise on the board and discuss it orally with the pupils.

plump
sniffed
parading up and down
awkward
roared
prowling
instant
injuring
rascal

(related to
Interpretation
Lesson 41)
using
imagination

5. Have pupils list the names of the guests at Myrtle the Turtle's party and suggest the gift that each brought for Myrtle.

(related to
Interpretation
Lesson 41)
visual imagery

6. Have the pupils turn to pages 74 and 75 of *Stories to Study*. Have them suppose each of the six sections was a page in a book and that each page had an illustration. Have the pupils list, for each page, the animals that should be in the picture.

Note the pupils who "see" the picture for page 6 -- *all* the animals are there.

words for
movement

7. Using the story "Myrtle the Turtle" have the pupils underline all the words in the story that tell *how* the animals moved; for example,

plodded
crept
hurried
etc.

(related to
Interpretation
Lesson 42)
oral language

* 8. Have the pupils recall the story "Barbie's Wishes." Divide the class into groups. Name one child from each group to be Barbie and the others as family members. Let the "Barbie's" move from group to group "wishing" and have each member of the group respond characteristically.

BLOCK 115

I SKILLS LESSONS

A. LISTENING

To understand figurative language and connectives as used in sentences

Lesson 39: page 490

Lesson 40: page 493

B. WORD PERCEPTION

a) Using the context

Lesson 63: page 291

Practice Book: page 74

Lesson 82: page 308

C. INTERPRETATION

a) Understanding sentence meaning — connectives

Lesson 43: page 404

STORIES TO STUDY A and B: page 80

b) Understanding sentence meaning — figurative language

STORIES TO STUDY A: pages 81-83

STORIES TO STUDY B: page 81

D. SPELLING

Page 342	Word list	1. I'll I'm I've it's	2. been than	3. bad
	Test-Study	then said	fan pan	

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

Theme:
Parents
protect their
young until
they are able
to take care
of themselves.

- 1. Oral Discussion** To initiate the discussion, present the following situation. Little Johnny Baker is just learning to walk. What would his mother do if (1) he went to pet a big strange dog; (2) he wandered out into the street; (3) he climbed up on a ladder? Ask (1) why Mrs. Baker would behave in this way; (2) why Johnny did such things?

Bring out that youngsters are naturally curious and unaware of the danger that exists and that parents must take care of them.

2. Writing

Suggested
topics

- a) Safety rules my parents taught me.
- b) Things I could teach a little brother (sister) to protect him.
- c) The day I *almost* got into trouble.

B. READER SELECTION

“THE LITTLE ANGRY SKUNKS”

Theme

Parents protect their young until they are able to take care of themselves.
(What a fuss when the old bear and the old skunk both left their babies on their own!)

1. Vocabulary

Core words:

Page 265 busy

Page 266 these

Review words:

Page 265 been
right

Page 266 than

Other words:

Page 265	rolly-poly	Page 267	written
	bumblebee		tease
	curious		poplar

Page 266	angry	Page 268	daisies
	angrier		

	angriness	Page 269	chasing
	plumy		ruffled

2. Directing the reading

Present the title.

Understanding
sentence
meaning —
figurative
and
picturesque
language

Do not spoil the pupils' enjoyment of this story by questioning in great detail. However, try to focus their attention on some of the apt language usage that makes the story so delightful. (See marginal notes.)

B**A**

Page 265

Have the pupils read the page and then describe in their own words, the bear.

How fat does the writer say he is?
What is a puff-ball? What does his nose look like?

What does he look like? act like? How old is he? (moons). Show how the bear held his head.

Page 266, first
3 lines of
Page 267

Describe what a hunter might see if he came into the clearing.

plummy tails
early shook
them off
filled the
earring.....

How angry are the little skunks? How hard did they wave their tails? How did they stamp their feet?

Why are the skunks so angry? How did they show they were angry?

Find the sentence that *best* shows their angeriness.

Page 267

What dreadful mischief is Little Bear in?
Why don't the little skunks do something?

le winds of
the forest

Where is the skunks' mother? the bear's mother?

Why were the little skunks and little bear left alone?

g leaves of
the poplar

Who saw what happened, and could have stopped it?
How does the writer make you feel these things could have talked to Little Bear?

stream that
bubbled
and sang

Page 268

How long did it take Old Lady Bear to get back?

space of a
minute

Where does the sun seem to be? Where is it really?

What did the animals have for a clock?
How does the writer tell you the sun is low in the sky?

ting on the
t pine tree

How did the old bear feel when she saw her cub?
How fast did she come to his rescue?

peed of the
west wind
ed of light

What did she do to him?

What three words best tell what happened to him when she caught him?

ed; boxed;
nipped
over heels

Did Old Lady Bear mean to upset the skunks?

B**A**

Page 269

Why does the writer say "And only just in time!"?
Show how Old Lady Skunk acted.

What are the little skunks doing? How
do they look?

Did the spill hurt the little skunks?

Page 270

How do the little skunks feel? Why
are they so angry? What can they do
about it?

Have you ever felt as the little skunks d

Following the reading discuss this question:
"Did Little Bear learn to stay away from skunks?"
Be sure pupils note that he likely realized that
his mother was very cross about his playing with
them – but that since there was no real danger in
the situation, he may not have learned his lesson.

Oral
reading

This is an extremely difficult story to read well orally - but well worth the teacher's
time to prepare it. It is suggested that the teacher read the entire story to the class.
Then individuals may read favorite lines or paragraphs. The selection of these may
be directed by the teacher asking for sentences about (1) movement, (2) noise, (3) anger,
etc.

3. Following the reading

Practice Book

a) Use Practice Book page 75.

Poem

b) Use the poem "The Skunk". This might be presented as statements
probably made by the angry little skunk.

THE SKUNK

You'd better be
Nice to me.

If you're not
I will spit
Spat
Spout
And spray
All about

And you'll
Blink
And shrink
Screech
Scream
And shout,
"Stunky
Skunk
Get Out!"

... But I won't ...

C. ACTIVITIES RELATED TO BLOCK 115

- ing a story
- * 1. Develop a list entitled: Things Old Lady Bear must teach her cub.
Discuss one of the items on your list. Can you imagine an incident, similar to the one in your story associated with the item you have chosen? For example, what could happen if Old Lady Bear forgot to teach Little Bear to be suspicious of humans? What kinds of trouble might Little Bear get into around a farm? Have each child write a story about such an incident.
- p writing—
predicting
outcomes
- * 2. Suppose Old Lady Skunk had returned *before* Old Lady Bear. Then have the pupils compose a new ending for the story.
- (related to
Listening
Lesson 39)
creative
dramatics
- * 3. Pupils would enjoy dramatizing the story “Richard Rabbit’s Magic Cloak.”
- (related to
Interpretation
Lesson 43)
visual and
story imagery
- 4. On page 80 of *Stories to Study*, “Signs of Spring,” have pupils underline: in red-- things they can see; in green-- things they can feel. Then have them write three things you can hear that tell us spring is coming.
- (related to
Interpretation
Lesson 44)
picturesque
language
- 5. Have pupils re-read pages 81, 82, 83, in *Stories to Study* and underline in red all the expressions that tell how lonely Peter felt. Have each pupil choose the one that makes him feel the loneliest and illustrate it.

Poem

SMELLS

Page 260
END AWAY

This is a delightful poem that paints pictures in colors and smells. By the very matter-of-factness of the way in which the author describes smells by color, the odors seem as vivid as the springtime scene we see.

Read the poem to the pupils at least twice without comment.

Ask the pupils how this poet has described spring in a way different from the usual. Pose questions such as the following; encourage pupils to try to express their ideas, but do not insist on it. The beginning of an understanding of such picturesque ways of description is the goal.

- Have you smelled a *purple* smell?
- Can you think of something else that might have a “tall, pink smell”?
- Why does clover have a “low white smell”?
- What is the “great green smell”?

Read the poem again. Then ask:

- Why has the author's nose "grown most lonely"?
- Why are there no smells in winter?
- How might you describe some winter smells if you were this poet?

Encourage the pupils to express some winter scenes; for example,

"The gray smell of slush
When winter snows are melting."

Have two or three children read their interpretation of the poem.
Be sure they are well-prepared for oral reading.

Poem

Pages 261-264,
OUT AND AWAY

WHAT?

Have the pupils open their books and look at the pictures rather than the words as you read the poem the first time.

Following the first reading, talk briefly about the four words: *hard, soft; swift, slow*. Some pupils may note that the words within each pair are opposites.

As you re-read the poem have the pupils follow the words in their books. Then have individuals read the line that best expresses his own idea of softness, hardness etc.

Able readers may choose one page of the poem to read orally to the class.

BLOCK 116

I SKILLS LESSONS

A. LISTENING

To make inferences

Lesson 41: page 495

Lesson 42: page 498

B. WORD PERCEPTION

Phonetic analysis – visual-auditory perception of syllables

Lesson 38: page 270

Practice Book: page 76

Lesson 39: page 271

Practice Book: page 77

C. INTERPRETATION

Inferring

Lesson 45: page 406

STORIES TO STUDY A and B: pages 85-86

Lesson 46: page 407

STORIES TO STUDY A and B: pages 88-90

D. SPELLING

Pages 342	Word list	1. about along	2. every hop	3. hopped hopping jump
	Test-Study	eat mother	ball wall	

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

Theme: **1. Oral Discussion** Through oral discussion bring out the fact that all living things change in appearance as they develop and grow older. But the number and kinds of changes differ from species to species. The new born human being, cats, dogs and many farm animals are miniatures of what they will be in later years, and have all the basic body parts. But some forms of life begin as quite different creatures than they will be when full-grown; for example, the butterfly.

Suggested topics **2. Writing**

- From a robin's egg to a mother robin.
- An old horse tells his life story.
- The story of a butterfly.
- "How I Have Changed — From Baby to Seven."
- List creatures that hatch from eggs.
- List animals that bear living young.

B. READER SELECTION

"DAVID'S SURPRISE"

Theme The life cycle.
(From jelly strings to toads; a mystery!)

1. Vocabulary

Core words:

Page 272 quick(ly)

Page 274 kind

Review words:

Page 274 every

Page 275 grow(n)

Other words:

Page 271 female Page 277 exclaimed
wonder

Page 272 bothered
tongue Page 279 board

Page 274 hatch(ed)
Puss

2. Directing the reading

Introduce the title and refer to the picture. Have pupils conjecture about what the surprise might be. The illustrations are an integral part of this selection since they depict for the pupils the changes that take place.

Inferring

Changes in nature are often observed without each step being available for inspection. Pupils must constantly make use of inferences in order to fill in the gaps in the observable phenomena. Sometimes errors are made, and careful consideration must be given to that which is certain, possible, probable, and impossible. The questions that are suggested should help pupils to develop a way of approaching such problems.

B

A

Page 271	Why did David put the toad in the flower bed?	What makes you think that David is interested in toads?
	Why does David like to watch Hoppy catch flies?	
Page 272	How did David choose the places where he looked for Hoppy?	
Page 273	What new thing did David see in the fish pool?	
Page 274	Why does David think the eggs are fish eggs? Why didn't Mother tell him what the eggs were? How can David be sure that the things in the pool hatched from the eggs he had seen there?	
	Would he see the eggs now? Were there other eggs in the pool before?	What evidence would he need?
Page 275	How are the tadpoles changing?	
Page 276	What change did David's friend discover in the tadpole? How do you know which two legs came first? (from the picture)	Pages (276 and 277) Tell in order the next stages in development of the tadpoles.
Page 277	What else happened to the tadpoles?	
	How do you know that David had not watched tadpoles grow before?	
Pages 278-279	What is the next change in the tadpoles? It took David a long time to discover the surprise. Did you know that the eggs in the jelly string would become a lot of toads?	
	With the pupils trace the clues to the puzzle. Have them indicate the point at which they knew the answer. Previous experience and background will be a factor here and so you must decide how much guidance pupils will need. Clues are: constant reference to Hoppy, female toad, eggs, tadpoles, changed appearance of tadpoles more closely approximating adult toads.	

3. Following the reading

Salamanders, toads and frogs
All begin as polliwogs
Hatching out in swampy bogs.

Polliwogs began as eggs,
First sprout tails and later, legs.
Eggs are laid by mother frogs

Who began as polliwogs.

Maxine W. Kumin

C. ACTIVITIES RELATED TO BLOCK 116

writing poetry

- * 1. Have the pupils suggest some descriptive sentences about toads. For example, "The Big fat toad went hopping down the garden path." Suggest that such a sentence might be written as a poem. Experiment with different groupings of words. For example

The big fat toad
Went hopping
Down
The garden
Path

or

The big fat toad went hopping
Down the garden path

Which is better? Does changing the word groupings change the meaning a little? Encourage experimentation. Place no emphasis on rhyme.

(related to
Listening
Lesson 41)
explanation

- * 2. Have pupils write a paragraph explaining why Jessica in the story "A Nelephant Named Godfrey" wanted a pet so badly. Discuss some possible explanations before having the pupils write.

(related to
Interpretation
Lesson 45)
sequence

- 3. List several incidents from the story and have pupils arrange them in sequence. For example: Little Raccoon smiled at the other raccoon. Little Raccoon met a skunk. Little Raccoon was out walking. Little Raccoon ran as fast as he could. Little Raccoon made a mean face.

vocabulary

- 4. Have pupils develop a list of adjectives that describe Little Raccoon.

comparison

- * 5. Have the pupils re-read "The Dog and His Shadow" (*Stories to Study*, page 61), and have them compare the situations in the two stories.

(related to
interpretation
Lesson 46)
ing details

6. Have the pupils find details in the story "Granny Brown and the Circus Animals" to answer questions such as:

Write the word(s) that tell

- a) the kind of pie Granny baked.
- b) the kind of cookies Granny baked.
- c) what the camel's eyes were like.
- d) the color of the elephant.
- etc.

details

7. Have the pupils match the following:

freshly baked
long red coat
thirsty
rude
pink bonnet
pink

elephant
Granny
Toby Taylor
cherry pie
circus man
camel

Poem

Page 280.
AND AWAY

GRIZZLY BEAR

Present the title and have the pupils read the poem silently.

Talk briefly about (1) the likelihood of meeting a grizzly;
(2) what you should *not* do if you chanced to meet one; (3) what
is probably the best procedure to follow.

Read the poem to the class. Comment on the words in italics.
Have one or two pupils read the poem.

BLOCK 117

I SKILLS LESSONS

A. LISTENING

For sensory images

Lesson 43: page 500

B. WORD PERCEPTION

a) Phonetic analysis – consonant combination *ph*

Lesson 42: page 274

Practice Book: page 82

Lesson 43: page 275

Practice Book: page 83

b) Alphabetizing

Lesson 83: page 309

Practice Book: page 84

C. INTERPRETATION

a) Distinguishing fact and fiction – critical reading

Lesson 47: page 407

STORIES TO STUDY A and B: pages 85-86, 88-90

b) Forming sensory impressions – auditory

Lesson 48: page 408

STORIES TO STUDY A and B: page 92

D. SPELLING

Page 343

Word list

1. food
phone

2. again
under

3. fire

Test-Study

help
story

they
that

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

Theme: understanding nature's forces enables us to cope with them

1. Oral Discussion Consider several situations in which natural forces have dangerous and/or unpleasant effects. Bring out that an understanding of the force often enables us to alleviate or avoid its effects. Do not minimize the danger, nor the fear it causes, but emphasize the control that comes with understanding. For example:

sun - may cause severe burns
 extreme cold - may be dangerous if one is not dressed properly
 water - tides (where familiar to pupils)
 rain or hail - damage property
 fire - endangers life and property if uncontrolled.

2. Writing

Suggested topics

- a) How to prevent a sunburn.
- b) A big storm.
- c) Develop two lists: dangerous fires
helpful fires.
- d) How you would dress to go to school on a very cold morning.

B. READER SELECTION

“LIGHTNING AND JULIE”

Theme

Understanding nature's forces better enables us to cope with them.

(The big storm showed Johnny that Julie was smart to be afraid of lightning.)

1. Vocabulary

Core words:

Page 282 glad

Page 281 while

Review words:

Page 281 again
under

Page 287 afraid

Other words:

Page 282 teasing
exercise
happened
notice

Page 284 favorite

Page 285 electric current
instantly
possible

Page 283 torrent
silence
blazing
electric shock

Page 286 closet
continued

2. Directing the reading

Forming
sensory
impressions

Present the title. Some of the guiding questions will direct attention to the theme of the story. However, most of your questions should help the pupils to "see," "hear," and "feel" with the children in Julie's classroom.

B**A**

Page 281

What does Johnny call Julie? Why?

Why is Johnny teasing Julie?

Imitate how Johnny spoke.

Which words tell that there was a lot of lightning?

Picture it flashing!

Page 282

What is Julie doing?

Show how Julie looked as she worked.

Picture what is happening outside.

Tell how the sky is changing.

Page 283

Read the first paragraph.

What frightened Julie? What did she see? hear?

Try to see and hear what Julie saw and heard.

What has happened?

Listen for the weather change as you read the next two lines. Read them orally to show how quiet it is.

What did the children see? What did they hear right after? What do you think the children felt?

What has happened?

Close your eyes and pretend you are in Julie's class.

(Pupils listen as teacher reads Page 283),

Have the pupils tell you how the reading helped them to see and hear more clearly.

Page 284

What happened to the tree? What would you have heard as it fell?

How does the tree look now? How did it look this morning before school?

Page 285

What happens when lightning hits a tree?

What is thunder? Is it dangerous? Is lightning dangerous?

Why did the lightning strike the tree? Why is thunder not dangerous?

Page 286

What are the safety rules to remember during a thunderstorm?

Why is it safest to lie on the ground if you are out in a thunderstorm?

Do you think Aunt Nellie is a sissy?

What was Johnny thinking as he looked at Julie?

Page 287

Should we be afraid of lightning?

Why does Aunt Nellie feel safe in the closet?

What should Aunt Nellie do during a storm?

Pretend you are in Julie's classroom. Tell what the weather is like now.

Following the reading, review the events of the storm.
Encourage pupils to describe signs of impending change
(as the darkening sky, or the ominous silence.)

3. Following the reading

Practice Book

- a) Use Practice Book page 81
- b) Develop a list of safety rules to be observed during a thunderstorm.

C. ACTIVITIES RELATED TO BLOCK 117

description;
emotional
reactions;
sensory imagery

- * 1. The following could be an oral or a written activity. Have the pupils describe a bad storm that they have experienced and tell how they felt at various times during the storm. Encourage them to use colorful phrases that will help the reader (or listener) see, hear and feel what they did. More colorful phrases may often be encouraged by suggesting that pupils recall one set of sensory impressions at a time. For example, "What did you hear?" Be prepared to help pupils with vocabulary by discussing the topic prior to individual reporting, either oral or written. For example, "What kind of a noise does the wind make in a storm?" Record particularly effective words for possible use by all pupils.

(related to
interpretation
Lesson 47)
distinguishing
fact and fancy

2. Have the pupils independently develop lists of real and make-believe things (as was done with the story "The Brave Little Raccoon") from stories such as "The Adventures of the Two Bears" (*Stories to Study*, page 42), or "The Wish Box" (*Stories to Study*, page 44).

distinguishing
fact and fancy

3. Have pupils list three make-believe stories they have read independently, and tell one thing that happened in each that shows it is really make-believe.

(related to
interpretation
Lesson 48)

4. Have the pupils listen, *really listen*, to sounds to be heard from the classroom and write a group composition, "Day Sounds."

story imagery

5. Have each pupil describe one sound he might hear in his home at night.

BLOCK 118

I SKILLS LESSONS

A. LISTENING

To distinguish fact and fiction

Lesson 44: page 502

B. WORD PERCEPTION

Phonetic analysis – visual-auditory perception of syllables

Lesson 40: page 272

Practice Book: page 79

Lesson 41: page 273

Practice Book: page 80

C. INTERPRETATION

(No lessons suggested for this block)

D. SPELLING

Page 343	Word list	1. seven until	2. with color	3. soft white
	Test-Study	have any	green brown	

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

- Theme: Cloud formation may provide clues for weather prediction
- Suggested topics
1. **Oral Discussion** Discuss the value of knowing what the weather will be like for a day, a week or a longer period of time. Have the pupils tell how they get information about future weather conditions.
 2. **Writing**
 - a) A radio or TV weather forecast.
 - b) List strange ways which people use to predict weather (for example, Groundhog Day).
 - c) How the Indians predict weather.
 - d) An incorrect weather prediction spoils the day.

* "Old Rhymes" listed in the follow-up section could also be used in the preparatory stage of this lesson.

B. READER SELECTION

"CLOUDS"

Theme Cloud formation may provide clues for weather prediction.
(People see different things when they look at clouds.)

1. Vocabulary

Core words:

Page 289 though

Review words:

Page 288 things
with

Other words:

Page 289 weather
flurry
imagination
predicting
suppose

2. Directing the reading

Use the rhyme:

White sheep, white sheep
On a blue hill.
When the wind stops
You all stand still.
When the wind blows
You walk away slow.
White sheep, white sheep
Where do you go?

Pupils will be able to tell you that the sheep are imaginary, and are really clouds. They can contribute ideas of fanciful things they have imagined as they watched cloud formations change in the wind or breeze. Have the pupils study the picture on page to see what the little boy is imagining.

Distinguishing
fact and fiction

This short selection distinguishes clearly between fact and fiction, providing both examples and definitions. The concept should not be difficult nor should the interpretation pose problems for students in B group. Difficulty may be experienced with vocabulary. Thus one set of questions is provided for use with both groups. However, it is suggested that students in B group may need more complete development of the idea of *prediction*.

Suggested questions to guide the reading:

Page 288

If you were the little boy in the picture, what do you see? Do you really see them? How do you decide what you see?

Page 289

What things do *some* people see when they look at clouds? Do *they* really see them? How do they decide what they see?

What are *you* doing? What are *they* doing?

Lead a discussion based on the last sentence in the story. Discuss also the value of each activity.

3. Following the reading

Practice Book

- a) Use Practice Book page 85.
- b) Have pupils use science books and story books to locate information and/or weather prediction. They could either write a brief outline or report or read the information to the class.

Tell pupils that there are different types of clouds that can be identified by shape. You may wish to introduce the terms, *cirrus*, *nimbus*, *cumulus*, *stratus*. This will depend upon the maturity of your particular group.

cirrus — white filmy masses in the upper air
cumulus — a cloud in round, woolly masses
nimbus — a rain cloud
stratus — a long, low horizontal cloud form close to earth.

Old rhymes

c)

WINDS AND WEATHERS

- i) When the wind is in the East,
'Tis neither good for man or beast;
When the wind is in the North,
The skillful fisher goes not forth;
When the wind is in the South,
It blows the bait in the fishes' mouth;
When the wind is in the West,
Then 'tis at the very best.

- ii) The south wind brings wet weather;
The north wind wet and cold together;
The west wind always brings the rain;
The east wind blows it back again.
- iii) If the evening's red and the morning gray,
It is the sign of a bonnie day;
If the evenings gray, and the morning red,
The lamb and ewe will go wet to bed.
- iv) Rain before seven
Clear before eleven.
- v) See a pin and pick it up,
All the day you'll have good luck.
See a pin and let it lay,
You'll have bad luck all the day.
- vi) If you sneeze on Monday, you sneeze for danger;
Sneeze on Tuesday, kiss a stranger;
Sneeze on Wednesday, sneeze for a letter;
Sneeze on Thursday, something better;
Sneeze on Friday, sneeze for sorrow;
Sneeze on Saturday, see your sweetheart tomorrow.

Poem

d)

CLOUDS

The sky is full of clouds today,
And idly, to and fro,
Like sheep across the pasture, they
Across the heavens go.
I hear the wind with merry noise
Around the housetops sweep,
And dream it is the shepherd boys, --
They're driving home their sheep.

The clouds move faster now; and see!
The west is red and gold.
Each sheep seems hastening to be
The first within the fold.
I watch them hurry on until
The blue is clear and deep,
And dream that far beyond the hill
The shepherds fold their sheep.

Then in the sky the trembling stars
Like little flowers shine out,
While Night puts up the shadow bars,
And darkness falls about.
I heard the shepherd wind's good-night --
"Good-night and happy sleep!"
And dream that in the east, all white,
Slumber the clouds, the sheep.

Frank Dempster Sherman

C. ACTIVITIES RELATED TO BLOCK 118

writing
a poem

- * 1. Have pupils write a poem using the first line "I look at a cloud and what do I see?". Suggest that first of all they might write two or three sentences describing what they see. Next, the sentences might be arranged in different word groupings. Demonstrate the procedure through discussion and use of the chalkboard. Have each pupil write his own poem. Comment on effective word groupings.

BLOCK 119

I SKILLS LESSONS

A. LISTENING

To recognize relationships — space

Lesson 45: page 502

Lesson 46: page 504

B. WORD PERCEPTION

Phonetic analysis — silent consonants *w, l, k, b,*

Lesson 44: page 276

Lesson 45: page 277

Practice Book: page 86

C. INTERPRETATION

Recognizing relationships — space

Lesson 49: page 409

STORIES TO STUDY A and B: pages 94-95

Lesson 50: page 410

STORIES TO STUDY A and B: pages 96-97

D. SPELLING

Page 344

Word list

1. know
climb
wrap

2. everyone
everywhere
soon

3. snow
time

Test-Study

went
who

funny
work

pretty
happy

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

Theme:
Seasonal
changes as occur
in Canada are
not experienced
in some parts of
the world.

1. **Oral Discussion** Refer to the seasonal setting in "The Sandmen" and "Who Will Help" in Section 3. Discuss the characteristics of winter weather, the main differences among the four seasons, and the fact that in countries south of us seasons are in reverse order for example, Australia. Keep the discussion short; this is not a social studies lesson.

Suggested
topics

2. Writing

- a) Christmas in Australia.
- b) What would it be like to live in a land where there was no winter? no summer?
- c) What do you like about changing seasons?
- d) What are the advantages of living in a country where it is hot all the time?

B. READER SELECTION

"SPRING IS EVERYWHERE"

Theme Seasonal changes, as occur in Canada, are not experienced in some parts of the world (Carlos thinks that winter must be spring.)

1. Vocabulary

Core words:

Page 290 live(d)
gone

Page 291 built

Page 292 build(ing)

Review words:

Page 290 soon
everyone
everywhere
warm

Other words:

Page 290 nearly

Page 291 threw

2. Directing the reading

Refer to the discussion of weather prediction in Block 118 and to the discussion at the beginning of this block on seasons. Introduce the title and ask if Spring could be everywhere. Point out that Carlos is the Spanish or Mexican or South American name for Carl.

"Everywhere" can be the child's immediate world and the concept of space is restricted by the environment. This idea is developed through the questions which are suggested.

B**A**

Page 290

In what month do you think Carlos moved to the cold
country?
Why do the boys say "Spring is everywhere"?

Page 291

Why did Carlos think the snow was
Spring?

Was Carlos' mistake a reasonable one to
make?

Page 292

Why did Carlos say that "Spring" is everywhere?
Do you think that is everywhere?

Page 293

What signs of spring did Carlos notice?

What does Carlos mean now when he says spring is
everywhere?

3. Following the reading

Practice Book

- Use Practice Book page 87.
- Have pupils order in terms of size or space the following:

their bedroom
Canada
the world
their home

their desk
(the name of their province)
(the name of their town or city)
the block the school is on

the part of town where Mother shops

Poem

c)

THE GARDEN YEAR

January brings the snow,
Makes our feet and fingers glow.

February brings the rain,
Thaws the frozen lake again.

March brings breezes, loud and shrill,
To stir the dancing daffodil.

April brings the primrose sweet,
Scatters daisies at our feet.

May brings flocks of pretty lambs
Skipping by their fleecy dams.

June brings tulips, lilies, roses,
Fills the children's hands with posies.

Hot July brings cooling showers,
Apricots and gillyflowers.

August brings the sheaves of corn,
Then the harvest home is born.

Warm September brings the fruit;
Sportsmen then begin to shoot.

Fresh October brings the pheasant;
Then to gather nuts is pleasant.

Dull November brings the blast;
Then the leaves are whirling fast.

Chill December brings the sleet,
Blazing fire and Christmas treat.

Sara Coleridge

C. ACTIVITIES RELATED TO BLOCK 119

writing
a poem

- * 1. Suggest that the long sentence at the end of the story "Spring Is Everywhere" (page 293), beginning with "Spring is warm sun ..." might be written as a poem. Try using the sentence as it is and then try changing it by adding words, taking words away, or by changing words.

Have the pupils write their own poems beginning with one of the following:

"Trees are green leaves dancing in the sun..."

"Baseball is the ball hitting the bat..."

"Coming home is Jiggs jumping up to say hello..."

Have the pupils write a poem that is all their own.

(related to
Interpretation
Lesson 49)
writing lists

- * 2. Pupils write lists of
 - a) things that should go in a school bag;
 - b) places a puppy should stay while his master is at school;
 - c) places to look for a lost puppy.

(related to
Interpretation
Lesson 49)
group writing

- * 3. Develop a story group about the puppy at school.

(related to
Interpretation
Lesson 50)
diagrams

- 4. After pages 98 and 99 of *Stories to Study* have been completed, have the pupils make and label a diagram of the farm using diagrammatic form instead of picture representation of the buildings.

oral
stories

- * 5. Have each pupil choose a favorite animal from the story and tell about an incident that could have happened as the class visited it.

dramatization

- * 6. Dramatize the subsequent conversation between Dale and (1) his mother (2) his father (3) a pal who was not on the trip.

Poem

Page 294,
AND AWAY

NIGHT WIND

- A. Introduce "Night Wind" as a poem about a child who liked to lie awake at night and listen to the wind in its many different sounds.

Before you read the poem, the pupils might talk about the different moods of the wind that are familiar to them. Then read the poem while the pupils listen to find out whether the child in the poem knows the same moods.

Do not have a prolonged discussion of the poem, nor attempt to have the pupils identify the author's techniques, but do ask them to note changes in the sound of the poem as the wind changes. For example, in Stanza 2, there is a sudden change from the "drowsy tune" to the "funny dream." Read the poem again as the pupils follow in their books. Discuss briefly and then allow time for the pupils to read the poem silently.

- B. Read these lines from the poem:

*Sometimes it talks, and tells me things
That it has seen and heard;*

Have each pupil write a sentence he imagines the wind might say as it tells of a sad thing it has seen or heard. For example, "In a far away land I saw a little boy who was wounded in a war." Then the pupils could decide how the sentence should be read in order to best convey a feeling of sadness. Proceed in like manner with the moods created by fear, happiness, and great excitement.

- C. This poem lends itself to Choral Speech, but first the pupils must know the selection well and be able to read it easily. The following is a suggested arrangement:

Solo (or a few voices): I listen to the wind at night
When I am safe in bed;

Girls: Sometimes it whispers soft and low,
All: Sometimes it shouts instead.

Girls: Or it may be a drowsy tune
It hums the whole night through;
Boys: Once when I had a funny dream
I heard it chuckle, too.

Girls: Sometimes it talks, and tells me things
That it has seen and heard;
Boys: Of how it gently swayed a branch
To swing a little bird.

Solo (or a few voices): Sometimes I hear it scurry by
As quiet as a mouse;

Boys: And once I woke, just as it ran
Whistling past the house.

All: Sometimes it sings a happy song,

Solo (or a few voices): Sometimes I hear it sighing;

All: But when its tears run down the pane (*quietly*)
I know the wind is crying.

BLOCK 120

I SKILLS LESSONS

A. LISTENING

For details

Lesson 47: page 507

B. WORD PERCEPTION

Phonetic analysis – vowel digraphs *ie, ei*

Lesson 46: page 278

Lesson 47: page 278

Practice Book: page 88

C. INTERPRETATION

Noting and remembering details

Lesson 51: page 411

STORIES TO STUDY A and B: page 100

Lesson 52: page 411

STORIES TO STUDY A and B: page 101

D. SPELLING

Page 344	Word list	1. cookies eight tried	2. almost more	3. must Miss
	Test-Study	there over	fast brother	

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

Theme: Even birds co-operate in times of danger.

1. Oral Discussion Initiate the discussion by asking what the people in the community would do in case it was threatened by fire or flood. (All people would get together and try to protect all.) Bring out other instances where co-operation can produce better results than each person acting alone.

2. Writing

Suggested topics

a) How people work together when there is a fire.
b) A list of ways in which people work together.

B. READER SELECTION

“A LESSON FOR CINDERS”

Theme Even birds co-operate in times of danger.
(The birds taught Cinders the lesson that his mistress could not.)

1. Vocabulary

Core words:

Page 295 quiet(ly)
break

Page 297 catch
caught

Review words:

Page 295 each

Page 296 almost

Page 300 more

Other words:

Page 295 habit Page 297 gently
leash

fastened Page 299 yelping

Page 296 scolded Page 300 direction

2. Directing the reading

Present the title. Identify *Cinders* as the little black spaniel in the picture on page 295. Invite the pupils to speculate about the “lesson.” What “lessons” must dogs learn?

Have the pupils read this story right through without interruption before discussion.

Noting and *
remembering
details

Because the skill to be stressed is “Noting and remembering details”, see how many details pupils can remember without referring to their books.
Discuss the initial question. Were the pupils correct in their guesses about the “lesson”?

	B	A
Page 295	What bad habit did Cinders have?	
	What things did he like to chase?	
	How had Betsy tried to break him of this habit?	
	Why did Betsy put a leash on Cinders?	
Page 296	Why did Betsy run to keep up with Cinders?	
	What did she make him do when she got him stopped?	Why did Betsy scold Cinders?
Page 297	What did Cinders do when he chased the green bicycle? What did Betsy have to do this time to make Cinders sit?	
	Did she slap him hard? How do you know?	
Page 298	Where did Betsy put Cinders when she got to Grandmother's?	
	What did Cinders do? Why?	
	Why was Grandmother not worried when Betsy heard Cinders barking?	
Page 299	Why did the barking stop?	
	What did Betsy hear instead?	
	What was causing all the commotion?	
Page 300	How was Cinders acting? How was he feeling? What did Betsy do? What did Cinders do?	
Page 301	Why had the robins been attacking Cinders? What did the mother robin do to show she was glad to see her baby safe?	
Page 302	How did Cinders act on the way home? What did Betsy do to show she was pleased with Cinders?	
	After the detailed discussion, relate the action of the robins to the preparatory discussion. Decide why so many robins got together. Why wasn't one enough? Do birds really act like this? (Yes - many instances are recorded. This story is based on a <i>true</i> happening.) Have any of the pupils seen such incidents?	

3. Following the reading

Practice Book

a) Use Practice Book page 89.

Poem

b) Read the following poem. Discuss with the pupils whether or not Betsy might feel like this about Cinders.

MY DOG

His nose is short and scrubby;
His ears hang rather low;
And he always brings the stick back,
No matter how far you throw.

He gets spanked rather often
For things he shouldn't do,
Like lying-on-beds, and barking,
And eating up shoes when they're new.

He always wants to be going
Where he isn't supposed to go.
He tracks up the house when it's snowing,
Oh, puppy, I love you so.

Marchette Chute

C. ACTIVITIES RELATED TO BLOCK 120

- writing
a story
- * 1. Have a story written about the next time Betsy took Cinders for a walk.
or
Suppose that the next time Betsy took Cinders out he forgot the lesson the robins taught him. Can you think of another way in which he might learn his lesson? Write a story about it.
- descriptive
words
- * 2. Have the pupils think of words to describe how Cinders acted *before* the robins attacked him; *after* they attacked him.
- explanation
- * 3. Finish the paragraph:
Betsy was a good mistress because _____.
- related to
interpretation
(Lesson 51)
compound words
4. There are many compound words in the selection "Snow." Have pupils list them and illustrate where possible.
- descriptive
words
5. Have pupils list all the words used to describe snow.
- g details -
illustration
6. Pupils choose one paragraph from the selection "Snow" to illustrate. Print a title under the illustration. Include all relevant details in the picture.
- related to
interpretation
(Lesson 52)
irrelevant
details
7. Have pupils write a problem, list, or description including irrelevant details. Have each pupil read his work aloud while others try to detect the irrelevant details.

BLOCK 121

I SKILLS LESSONS

A. LISTENING

For details

Lesson 48: page 508

B. WORD PERCEPTION

Structural analysis – changes in some root words when inflectional endings are added

Lesson 84: page 309

Practice Book: page 90

Lesson 85: page 310

Practice Book: page 91

C. INTERPRETATION

(No lessons suggested for this block)

D. SPELLING

Page 345	Word list	1. take taking	2. which other many does	3. heat hand
	Test-Study	going now	fell apple	has got

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

Theme: Through simple experiments we can discover scientific principles.

1. Oral Discussion Pupils will have conducted simple experiments in grades one and two. Discuss those which your class has performed, bringing out the fact that through simple experiments we can see what takes place and discover the reasons for it.

2. Writing

Suggested topics

a) Describe an experiment that has been conducted.
 b) What happens when the kettle boils?
 c) Johnny "pops" an empty paper bag full of air startling Susie.

B. READER SELECTION

"WHY WEAR WHITE"
 "AIR PRESSURE IN YOUR BREATH"
 "MAKING A RULER HUM"

Theme Through simple experiments we can discover scientific principles.
 (Black things absorb heat. White things reflect heat. There is air pressure in your breath. All sounds are made by things that vibrate.)

1. Vocabulary

Core words:

Page 303 often

Review words:

Page 303 wear Page 306 many

Page 304 which Page 307 does

Page 305 other

Other words:

Page 303 usually Page 306 pressure
 desert breath
 experiment using

Page 304 cube Page 307 ruler
 size plastic
 wrap vibrates
 throat

Page 305 absorb
 bounced
 reflect

2. Directing the reading

The oral discussion will have prepared pupils for the idea of experiments and for the various types which may be conducted. Present the question "Why Wear White?" Have pupils suggest when and why we wear white.

Noting
details

Remember that the main purpose of this lesson is to *teach* children to read scientific material. Tell them that they must read much more slowly and that they should study the diagrams as they read.

B

A

Page 303

Have the sentences read one at a time and possible answers given.

Page 304

Indicate the headings and ask pupils how many steps there are in the experiment. Point out that there is a diagram for each step and that the diagram will provide valuable information.

Say, "The first step gives directions and a description of the material used. Read this. Examine the diagram and note how it aids in understanding the words. There are three instructions in Step 2. What are they?"

Have the pupils examine the pictures and the format on this page.

Point out (1) that in a scientific experiment both directions and diagrams must be "used" as both give valuable information; (2) that the sequence of events or operations is important and must be followed exactly as given.

What are you to do in Step 1? Step 2? Step 3?

- * Have the necessary materials ready for the experiment. Have one pupil follow the directions as another pupil reads them aloud from the book. You will have to plan the lesson for a day when sunlight comes into the classroom. You could proceed with the remaining sections of the lesson, returning to page 305 on completing the experiment.

Page 305

Ask pupils what they saw ... Have them read the first sentence aloud.

What makes ice melt? In which glass would it be warmer? Why? What happened to the sun's rays hitting the black paper? the white paper?

Why did this happen?

Why wasn't it so hot in the glass covered with white paper?

Have pupils refer to the diagram and explain or "read" it.

Have pupils reread and answer the questions on page 303.

Page 306

Present the title "Air Pressure in Your Breath." Have pupils blow under the edge of the page in their reader, forcing the page to rise.

Have the first sentence read aloud, and ask for answers.

How can you find the answer? Do you think it will work?

Numbers or quantity are important in scientific experiments. How many balloons do you need? How many books do you use first? Where do you put the balloon? What else do you need to know about the position of the balloon?

Which are the key number words?

What three things do you do with the balloons?

Have the materials ready. Have one pupil carry out the experiment as another pupil reads the directions. You may have enough balloons so that pupils can work in pairs. When the first set of directions has been followed, have the pupils read the remainder of the page and do as they are instructed.

Page 307

Give each pupil a thin ruler made of wood or plastic.

Use your desk instead of a table.
What will you do with your ruler? How will you know if you have it in the correct position?

In what position is the ruler to start with?
How does it stay there?

How are you to move the ruler?

What are you to do to the ruler? The word that tells "how" is important. What is it?

What are you to listen for?

Why does the ruler hum? Another word for this is *vibrate*.

What makes the ruler vibrate? What does vibration cause?

What causes all sounds? What are some sounds caused by vibration?

How could you tell that sound is caused by vibration?

How can you tell if there is vibration when you talk?
Is there?

*

If there is a piano, radio or bell in the room have the pupils try this part of the experiment too.

3. Following the reading

a) Use Practice Book page 92.

C. ACTIVITIES RELATED TO BLOCK 121

scribing an
experiment

- * 1. Have pupils conduct a simple experiment. For example, if you live where there is snow have pupils place a piece of dark cloth and a piece of white cloth on the snow on a sunny day. Then have them write a brief description of the experiment and the results. Stress accuracy of observation and of description. After the descriptions have been written, discuss the experiment and what should be included in the description. Have pupils check their own descriptions for completeness and accuracy. Rewrite if necessary. Stress the necessity of precise descriptions.

oral —
describing
experiment

- * 2. Pose a simple problem for pupils to carry out on their own. Then have each pupil describe his experiment orally. (This oral description could be done in small groups of pupils.) Stress accuracy of expression and correct sequence.

BLOCK 122

I SKILLS LESSONS

A. LISTENING

To prepare a simple outline

Lesson 49: page 510

Lesson 50: page 511

B. WORD PERCEPTION

Structural analysis — plural forms of words

Lesson 86: page 311

Lesson 87: page 311

Practice Book: page 93

C. INTERPRETATION

Research skill — making an outline

Lesson 53: page 412

STORIES TO STUDY A and B: page 80

Lesson 54: page 412

STORIES TO STUDY A and B: page 100

D. SPELLING

Page 346	Word list	1. leaf leaves	2. would could	3. five four
	Test-Study	best new	game dress	hide cake

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

Theme:
Air has
properties and
uses.

1. **Oral Discussion** Recall the experiment described on page 306. Have the pupils suggest other examples of air moving things and of things that contain air.

2. **Writing**

Suggested
topics

- a) Tricks with balloons.
- b) A Flat Tire.
- c) What the wind can do.
(Because you may have had enough discussion about air in the previous block, you may wish to omit the Oral Discussion and Writing here.)

B. READER SELECTION

“THE AIR WE BREATHE”

Theme Air has properties and uses.
(Many everyday uses of air are outlined.)

1. **Vocabulary**

Core words:

Page 308 finish

Review words:

Page 308 would

Other words:

Page 308	feathers	Page 310	scientists
	useful		tunnels
	comfortable		objects
	bounce		automobiles
	easily		poet
	propellers		thought(s)
			describes
			Robert Louis Stevenson

2. **Directing the reading**

^a Present the title. Mention the importance of air for life as implied in the title. Comment that the essay will tell about many other ways in which we make use of air.^b

Noting
ideas and
details

Selections such as this essay are included in the reader to *teach* pupils *how* to read factual material. The *purpose for reading* and the *rate of reading* should differ from those used in reading a story. Prepare the readers for a factual selection from which they can learn information about air.^a

Question the pupils to obtain details that will later be incorporated in an outline. The same detailed reading will be done by both groups. Hence only one set of questions is outlined.

Page 308

Where is air?
How do you know it is there?
What is in the bag?
What else might you fill with air in the same way?
Why is air put in car tires?

Page 309

What kinds of balls are filled with air?
What do we call moving air?
What can the wind move?
What things are held up by the air?

Page 310

What are wind tunnels?
Why do scientists test wind strength?
Who else is interested in the wind?

Read the poem "The Wind" to the pupils. Does the poem mention any of the same things that the essay did?

From reading the essay, can you answer the questions asked in the poem?

Following the reading place the following outline on the board. (You may feel your pupils can supply these headings.)

Air

A. Things we fill with air.

- 1.
- 2.
- 3.
- 4.

B. Things that air can move.

- 1.
- 2.
- 3.
- 4.

C. Things that fly in the air.

- 1.
- 2.
- 3.

D. People who think about the wind.

- 1.
- 2.

Have the pupils fill in the details, from memory if possible. Beware of the tendency to fill it in from experience rather than from the essay. If pupils suggest answers that are correct, but are not mentioned in the essay, remind them they are outlining the ideas presented by the author.

Have the essay re-read to check the completeness of the outline. Be sure pupils realize that *all* details are not to be included; but that all details relevant to the selected headings should be included.

3. Following the reading

Practice Book

- a) Use Practice Book page 94.
- b) Have the pupils experiment with the paper bag.
- c) Write the following questions on the board.

Why do we fill car tires with air?

What makes a beach ball float?

Why does a kite fall when the wind stops?

How does a bird fly?

Pupils may be required to (i) write answers to the questions or (ii) find the part of the essay that answers each question and read it orally.

C. ACTIVITIES RELATED TO BLOCK 122

Description

- * 1. Have the pupils consider the destructive force of high winds. They may know the terms, "tornado," "hurricane," "cyclone." They might be able to distinguish these words. Have them either describe a destructive wind storm they may have witnessed or list the damage that might be caused.

Contrasting

- * 2. Discuss the similarities and differences of air and water. Can you "swim" in air and water? Can you see air and water? Can you feel air and water?

Have each child make a list of all of the differences between air and water he can discover.

(related to
interpretation
Lesson 53)
ordering of
sentences

3. Choose one paragraph from "Signs of Spring." Discuss sentence order and possible alternate sequence of sentences. Some sentences can be inter-changed without affecting the sense and the order while others can not. For this activity sentences printed on cards are helpful for easy exchange of position.

(related to
interpretation
ons 53 and
comparing

4. Compare or contrast the selections "Snow" and "Signs of Spring" emphasizing whatever aspect is most beneficial to your group; descriptive words, sensory imagery, etc.

BLOCK 123

I SKILLS LESSONS

A. LISTENING

(No lessons suggested for this block)

B. WORD PERCEPTION

a) Phonetic analysis – review vowel digraphs

Lesson 48: page 279

Practice Book: page 95

b) Structural analysis – compound words

Lesson 88: page 312

Practice Book: page 96

C. INTERPRETATION

Oral reading of factual material

Lesson 69: page 428

STORIES TO STUDY A and B: page 106

D. SPELLING

Page 346	Word list	1. airplane chair seen head hear heard	2. very never	3. live own
	Test-Study	walk stop	slow school	house how

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

Theme: **1. Oral Discussion** Relate the discussion to the geographic features of your area and the products that are grown or produced there. Students may know about other parts of Canada from visiting relatives, watching TV shows or movies, or listening to stories. Any of these sources of information can be used to develop the idea that the type of produce is directly related to geographical conditions.

Geography
affects
produce.

2. Writing

- a) List the geographical features and the products of the local area.
- b) Describe how one agricultural product is produced from time of planting (or birth) until it reaches the consumer.
- c) A part of Canada you would like to visit and why.
- d) Make a chart showing the provinces or parts of Canada *that pupils know about*, with products of each.

Suggested
topics

B. READER SELECTION

“FRIENDS IN CANADA”

Theme Geography affects products.
(A French-Canadian boy receives unexpected “thank you’s” for his gift of maple sugar.)

1. Vocabulary

Core words:

Page 313 brought

Page 315 quite

Page 316 own

Review words:

Page 316 very
never

Other words:

Page 312	Marcel	Page 316	wrote
	Quebec		heard
	syrup		either
	sugar		field
			tiny
Page 313	prairie		sheaf
Page 315	beyond	Page 317	crocus
	mountains		perfectly
			formed

Page 318 carefully

Page 319 cupboard

2. Directing the reading

A large map of Canada showing the provinces would be useful in introducing selection. Locate the province in which your school is located and the province of Quebec. Present the title of the selection and the name *Quebec*. Tell the pupils that the selection is about a boy named Marcel who lived in Quebec. If the concepts of "prairies" and "coastal province beyond the mountains" haven't been developed during the preparatory stage, use the map to indicate the locations and encourage pupils to discuss the terrain and the products of each of the three areas: Quebec, British Columbia, and the Prairie Provinces. Use the photographs in the reader for distinguishing characteristics.

While it is essential that pupils have sufficient background knowledge to enable them to interpret what they read, do not have a prolonged discussion beforehand. Some pupils may have travelled to another province. Discuss distance and time required to travel between various points in Canada.

Leave the map of Canada up during the guided reading and refer to it whenever necessary in order to develop the concept of space and distance. The following questions are suggested for your use:

Recognizing
relationships—
space

B

A

Page 312

Talk briefly about work in the sugar bush, using the pictures as the basis for discussion.

What size do you think Marcel's father's maple bush is? — as big as the school yard? as big as a city block? bigger than a city block? (*Use examples suitable for your location.*) Why did you choose as you did?

Have pupils locate Quebec on the map.
How you know Marcel made many sugar cakes?

Page 313

Which words tell you that the prairie is a long distance from Marcel's home?

Point out the prairies on the map.
Which direction would you travel to get from Marcel's home to Bob's home?

Pages 314-315

What two things from the maple tree did Marcel send his friends? Why would this be a treat for them?

Could Bob and Jack live in the same part of Canada? Why do you think so?

Where did Bob live?
Where did Jack live?

Were you correct?

Which boy lived farthest from Marcel's home?
Which words tell you this?
Point out Jack's home on the map. . . .

Jack lived away beyond the prairie to the west. In what direction from the prairie did Marcel live?

Two of the three boys lived away beyond the prairie. Who were they? How could they both live away beyond the prairie and yet live in different provinces?

ges 316-317

Why didn't Marcel hear from either of his friends for a long time?

What do you think Bob's father does for a living?

Sometimes boys and girls have their own garden plots. What did Bob plant? What does this tell you about the size of his father's property?

How do you know that it was a long time before Marcel heard from Bob? There are clues in Bob's letter.

What makes you think that Bob's father has a lot of land?

Where is Marcel going to take the crocus and the wheat?

Page 318

Whose box had the furthest to come?

Why do you think Jack's box arrived later than Bob's?

How could the boxes have travelled?

What did Jack send?

What did the bowl and the shells have in common?

Page 319

How would you feel if you were Marcel? Why?

Do you think Bob and Jack chose good gifts to send? Why?

Could Marcel's last wish come true? Why? Why not? Why do you think he made it?

You may wish to extend the discussion of interesting things from different parts of Canada.

3. Following the reading

ctice Book

- a) Use Practice Book page 97.
- b) Provide pupils with outline maps of Canada showing provinces. Have them illustrate the selection using the map. This will provide an opportunity for varied approaches. Discuss the finished products.
- c) Have pupils write a thank-you letter from Marcel to one of the boys.

C. ACTIVITIES RELATED TO BLOCK 123

Recognizing words that note place relationships

1. Have the pupils underline the words in each sentence that convey the feeling or idea of place.

- a) Bob lived away out on the prairie.
- b) Jack lived away beyond the prairie.
- c) This box would go across the prairie, across the mountains, and down to the sea.
- d) The crocus grows all across the prairie in the spring.
- e) The Chinese bowl came from across the sea.
- f) Marcel had things from far away.
- g) He brought them home from school.

BLOCK 124

I SKILLS LESSONS

A. LISTENING

(No lessons suggested for this block)

B. WORD PERCEPTION

a) Review consonant and vowel sounds represented by y

Lesson 49: page 280

Practice Book: page 98

b) Vowel *a* followed by *l, w, u*

Lesson 50: page 280

Practice Book: page 99

C. INTERPRETATION

Oral reading — factual material

Lesson 70: page 428

STORIES TO STUDY A and B: page 106

D. SPELLING

Page 347	Word list	1. try	2. watch	3. win
		draw	goes	sad
	Test-Study	found	didn't	don't
		them	can't	

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(Oral and Written Language)

Theme:
Some wild
animals cannot
adapt to
captivity.

- 1. Oral Discussion** List pets owned by pupils. Discuss what would happen if the pets had no one to care for them. Bring out their dependence on man.

Compare the lives of wild animals with the lives of pets. Discuss whether or not they would like to change places. Bring out that most wild animals are happier in their natural habitats; but that some can be tamed (for example, deer, chipmunk, squirrel).

In some areas you might want to relate to your discussion the efforts being made in some zoos to keep animals in a more natural environment.

2. Writing

Suggested
topics

- a) Why some wild animals should not be kept as pets.
- b) Compare the life of a wild rabbit and a tame one.
- c) A wild animal I would like to have for a pet.

B. READER SELECTION

“KNOCKER THE GULL”

Theme

Some wild animals cannot adapt to captivity.

1. Vocabulary

Core words:

Page 320 careful(ly)

Page 322 great

Review words:

Page 320 watch(ed)

Page 324 afraid

Other words:

Page 320	professor	Page 324	built
			basin
Page 321	colony		trouble
	island		
	tomorrow	Page 325	gullery
	pointed		
		Page 327	meadow
Page 322	glided		lonely
	moment		enough
Page 323	death		

2. Directing the reading

Present the title. Ascertain whether all the pupils are familiar with the bird, *the gull*. Have several pupils suggest reasons why the name “Knocker” was chosen for a gull.

Relate the title to the oral discussion and have the pupils give opinions as to the suitability of a gull for a pet.

Making judgments

Your questions should direct attention to facts or inferences on which the judgments can be based. Remember that judgments also involve personal values and so different pupils will express different ideas. Encourage diversity, but be sure pupils realize that they must be able to justify their judgments.

B

A

Page 320

What is the professor doing? What will he do with the picture?

Why did the professor use a real gull for model?

Do you think the professor's book about birds will be accurate?

Page 321

Where did the professor get the gull? What does he plan to do with it when his drawing is done?

Does the professor like birds?

Page 322

What did Ronny see on the island? What did they watch the baby gull do? *Discuss in detail this strange habit.*

Describe what Ronny saw as they neared the island. How does a little gull tell his mother he's hungry?

Page 323

Where do gull families live? What happens if a strange gull wanders in? Why is Ronny worried about their little gull?

Why must they be careful where the gull is placed?

Did the professor do the right thing, bringing the little gull back to the island?

Page 324

Why does the gull need a new home? What did Ronny do for him?

Is the professor really interested in the gull? Is Ronny? How do you know?

Are Ronny's plans for the gull good ones?

Page 325

What did Ronny do? Was it successful? Is this a good way to feed the gull?

Was Ronny's new plan a good one?

Page 326

Did Ronny choose a good name? Does the gull seem content?

Page 327

What did Ronny do to give Knocker a treat? How did Knocker begin acting? Did Ronny want to give him up? Why did he decide to take him back to the gull colony?

Does Ronny really care for the gull?

Page 328

How do you think Ronny feels now?

In a follow-up discussion consider whether the professor was justified in taking the gull from his home. Pupils might bring out the importance of accuracy in a work of science — but might suggest that a more precise location of the gull's yard could have helped. On the other hand, the parent gulls might have moved out

3. Following the reading

Practice Book

a) Use Practice Book page 100.

C. ACTIVITIES RELATED TO BLOCK 124

description

* 1. Have the pupils describe, in their own words, the gull colony.

predicting
outcomes

* 2. Have the pupils write another ending to the story "Knocker the Gull," considering what would have happened had Ronny decided to keep Knocker instead of taking him back to the colony.

Writing a story

* 3. Discuss what might happen to Knocker after Ronny let him go. Where do you think, he would go? Do you think gulls ever have any exciting adventures or "close calls?" Write a story about an adventure that Knocker might have.

Details of story
related to
illustration

4. Have the pupils study the illustrations on pages 320 and 325 of *Out and Away*. Ask them to think how the artist would plan his illustrations. Have them re-read the pages and copy words, phrases or sentences that helped the artist to know what to draw.

Poem

THE CRUMB

Page 329,
AND AWAY

Most children will have watched ants at picnics and may have witnessed an incident such as the one described in the poem.

Talk about this briefly and then read the poem.

Have the pupils open their books and read the poem silently.

Talk about the size of the ant for the task he has undertaken. Pupils should note that the crumb is six times his size, that each bump is like a mountain to him. They might decide how the blades of grass look to him.

Discuss: how the watcher feels, and his motive for offering help; the ant's reaction and the reason for it.

Have pupils comment on the meaning of the last two lines.

Re-read the poem.

Have individual pupils read the poem.

BLOCK 125

I SKILLS LESSONS

A. LISTENING

To predict outcomes

Lesson 51: page 513

Lesson 52: page 514

B. WORD PERCEPTION

a) Using the context

Lesson 64: page 292

Practice Book: page 101

b) Alphabetizing

Lesson 89: page 313

Practice Book: page 102

C. INTERPRETATION

Predicting outcomes

Lesson 55: page 413

STORIES TO STUDY A and B; pages 107-108

Lesson 56: page 414

STORIES TO STUDY A and B: pages 110-111

D. SPELLING

Page 347	Word list	1. gay gray yard	2. cried	3. home door
	Test-Study	wish just	took room	seem father

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME



(Because the stories in the section “Imagine That!” are imaginative tales to read just for fun, there is no need for an oral discussion beforehand.)

B. READER SELECTION

“JOEY, THE LOST KANGAROO”

(What would *you* do, if you met a lonely little kangaroo looking for a home?)

1. Vocabulary

Core words:

Page 333 lonely

Page 336 suddenly

Review words:

Page 333 cried

Other words:

Page 335	burrow(s) earth	Page 340	horrible terrible moment squeaked
Page 336	noise		
Page 337	comfortable	Page 341	idea
Page 338	emu squawked explained	Page 342	obediently anxiously enormous
Page 339	worried	Page 344	naughty
		Page 345	astounded imagine

2. Directing the reading

Present the title. Have the pupils relate the title to the picture on page 333 and suggest why Joey might be crying.

Predicting
outcomes

Pupils may need some guidance in following the layout of story and pictures.

Pupils should base their predictions on what they have read or learned from the illustrations. Predictions should always be checked. Keep the discussion brief because pupils will be anxious to read to the end.

B**A**

Page 333

Why is Joey crying? How do you know
he has been crying a long time?

What two words might tell us why Joey is
crying? (*lost; lonely.*)

Page 334

Why is Joey crying?
Will Rosie think of something?

Page 335

Where does Rosie live? Why does she
make a burrow for Joey?

Why did Rosie make a burrow for Joey?
Why didn't Joey like the burrow?

What will Rosie do now?

Page 336

Who wants to help?

Why does Henry need to have a big, big
think?

What do you think Henry will suggest?

Page 337

Why is a tree a poor home for Joey?

How does Henry feel up in a tree? How
does Joey feel?

What will happen next? (*Pupils should have noted
the story pattern – a different animal will appear
and try to help.*)

Page 338

What is an emu?
What kind of home will Alfred Emu suggest?

Page 339

Where does Alfred want Joey to live?
Where do you suppose he has his
home?

Where does an emu have his home?

What will happen next?

Page 340

Why didn't Joey like living like an emu?
Why are the animals worried?
Will Olive think of an answer?

Page 341

Where does Olive live?
Will Joey like it?

Why won't Joey be able to share Olive's
home?

Page 342

What was Olive's home like?
What is making such a noise?

Page 343

What is it?

Page 344

Will Joey be happy with the home he has now?

Page 345

What surprised the other animals?

Why are Joey's friends astounded?

Were you surprised?

In the follow-up discussion, pupils should note
that each animal has a home that suits *him*.
(They might relate this to the discussion in
Block 124: "Knocker the Gull.")

3. Following the reading

Practice Book

a) Use Practice Book page 103.

Oral reading

b) Discuss briefly how the page layout might guide the reading. Have each pupil prepare a page by considering what each character said, how he felt as he said it, and how he would speak.

As an alternative, you might prefer to choose one pupil to take the part of each character and depict his changing moods.

c) Dramatize the story. Encourage the pupils to use both words and actions to express the concern felt by the animals.

Poem

d)

THE KANGAROO

Old Jumpety-Bumpety-Hop-and-Go-One
Was lying asleep on his side in the sun.
This old kangaroo, he was whisking the flies
(With his long glossy tail) from his ears and his eyes.
Jumpety-Bumpety-Hop-and-Go-One
Was lying asleep on his side in the sun,
Jumpety-Bumpety-Hop!

Author Unknown

C. ACTIVITIES RELATED TO BLOCK 125

synonyms

1. Have pupils look at the story "Joey, the Lost Kangaroo," and discover all the synonyms of "said" — *sobbed, cried, growled, exclaimed*. Why does the author not use "said" all the time? How does the particular word used tell you to read that sentence?

Conversation

*Use one of the following suggestions and write a conversation using the best synonym of "said" in each case.

- a) Marion tells her mother about losing her best skipping rope.
- b) Sam is very happy because his team has just won the

Finding details

2. Mimeograph the following. Allow pupils to use their readers to find the correct names.

In the story "Joey, the Lost Kangaroo,"

All the animals sat down to have (a big, big think) _____.
Who sat on swishy-mishy feathers? _____.
Who sat on a fluffy-puffy tail? _____.
Who sat on a whippety-lippety tail? _____.
Who sat on a furry-burry seat? _____.

Remembering details

3. All the animals tried to help.

Who made a burrow for Joey? _____.
Who wanted Joey just to be on the ground? _____.
Who wanted Joey to sit in a tree? _____.
Who wanted Joey to live in a nest in a
wheat field? _____.
Who had a home for Joey that he liked? _____.

(related to
Interpretation
Lesson 55)
inferring

4. Have each pupil make a list of things that bears like (as suggested by the story "The Bear That Moped").

(related to
Interpretation
Lessons
24 and 55)
comparing

*5. Have pupils re-read "The Adventures of the Two Bears" *Stories to Study*, pages 4 and 43) and compare the life of the wild bears with the life Louie leads ("The Bear That Moped").

(related to
Interpretation
Lesson 56)
space
relationships

6. Have pupils draw and label a diagram showing the setting of the story, "The Old Woman and Her Breakfast," as described in the first paragraph.

(related to
Listening
Lesson 34 and
Interpretation
Lesson 56)
comparing

*7. Re-read the poem "The Egg" in Listening Lesson 34. Compare the events with those in the story "The Old Woman and Her Breakfast." You may have the pupils make a chart showing the characters that the little girl and the old woman asked to help them.

The little girl

The Old Woman

(related to
Listening
Lesson
52) relating to
experience

*8. Have the pupils write in response to the following: "If you owned a magic cloth like the one in the story, 'The Lad Who Went to the North Wind,' outline the complete dinner you would like it to cook."

THE MOON

Poem

Page 330
OUT AND AWAY

Have the pupils read the poem silently. Look for the pupils who chuckle as they read and then ask them what they found amusing. Have the pupils guess how old they think the child of the poem is? Why?

Read the poem aloud to the pupils. If pupils express a desire to read the poem orally, be sure they understand the rhythm and phrasing. The poem could be spoiled by a sing-song reading of the last four lines of each stanza. Remind the pupils to pay attention to the meaning, and then the rhythm will be easier to cope with.

Poem

Page 332

AND AWAY

BEING GYPSY

Read the poem to the pupils.

Discuss the word "gypsy." Allow several pupils to explain what they think the word implies.

Discuss who might be speaking and read the poem again. Talk briefly about:

- 1) What the speaker thinks would be most fun in being a gypsy;
- 2) why it might be difficult to find a gypsy who "would change his place with me";
- 3) possible reasons why the speaker changed from
 "... to roam the world
 For years and years and years."
 to "... to roam
 For maybe oh,
 A week or so ."

This is a delightful poem to use for choral speaking. Have pupils read the poem silently until they are familiar with it. A pattern for choral speaking might be:

All	{	A gypsy, a gypsy,
		Is what I'd like to be,
Boys	{	If ever I could find one who
		Would change his place with me.

Solo — Rings on my fingers,
 Solo — Earrings in my ears,
 Solo — Rough shoes to roam the world
 All — For years and years and years!

Solo — I'd listen to the stars,
 Solo — I'd listen to the dawn,
 Girls { I'd learn the tunes of wind and rain,
 { The talk of fox and fawn.

All — A gypsy, a gypsy!
 Boys — To ramble and to roam
 Girls { For maybe _____ oh,
 { A week or so _____
 All — And then I'd hie me home!

BLOCK 126

I SKILLS LESSONS

A. LISTENING

To select correct meaning of words from the context of a sentence

Lesson 53: page 516

Lesson 54: page 517

B. WORD PERCEPTION

Structural analysis — review inflectional endings

Lesson 90: page 313

Practice Book: page 104

C. INTERPRETATION

Understanding sentence meaning — precise word meaning

Lesson 57: page 415

STORIES TO STUDY A and B: page 113

Lesson 58: page 417

STORIES TO STUDY A and B: page 113

D. SPELLING

Page 348	Word List	1. done gone pulled pulling	2. hold held	3. tale tail long
	Test-Study	your tell	cut cutting	biggest lady

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(No preliminary discussion is suggested.)

B. READER SELECTION

“WHY THE BEAR IS STUMPY-TAILED”

1. Vocabulary

Core words:

Page 347 strong

Review words:

Page 346 hold

Other words:

Page 346 slinking
Bruin
learn
smarts

Page 347 enough

2. Directing the reading

Present the title. Discuss the meaning of “stumpy-tailed.” Relate this to the picture. Have the pupils anticipate what they will learn by reading this story.

The following questions are suggested for use in guiding the silent reading and in the discussion.

ng sentence
context for
ord meaning

derstanding
e main idea

Page 346

B

How was the Fox walking?
When and why do we slink along?

What part of sentence one tells why the Fox came
slinking along?

What is a “string of fish”?
What might they be strung on?

What did the Bear call the string of
fish? Why?

What did the Bear ask the Fox? What
did he want to know?

What was the Fox’s reply?
Do you think this is the way to catch fish?

A

What phrase describes how fishermen
carry their fish?

Re-word the Bear’s first statement in a
way that will make clear the meaning of
“catch of fish.”

How many different ways can you think of
to ask “how to set about it”?

B

What did the Fox say would make the Bear's tail "smart"?

Could this be a good reason? What is the real reason?

Page 347

How was the Bear instructed to get his tail out of the hole?

What made the Bear think that he was catching a lot of fish?

Which word tells that the Bear's tail was frozen hard and tightly in the ice? How do you know that *fast* doesn't mean *quickly* in this sentence?

Read the sentence that answers the problem suggested in the title.

Oral
discussion

Discuss reasons for feeling sorry for the Bear and on the other hand reasons for not feeling sorry for him.

A

How do you know that the Fox is clever and sly?

Which word tells what a "cross-pull" is?

3. Following the reading

Practice Book

a) Use Practice Book page 105.

Poem

b) **THE LADY AND THE BEAR**

A Lady came to a Bear by a Stream.

"O why are you fishing that way?

Tell me, Dear Bear there by the Stream,

Why are you fishing that way?"

"I am what is known as a Biddly Bear, —

That's why I'm fishing this way.

We Biddly's are Pee-culiar Bears.

And so, — I'm fishing this way.

And besides, it seems there's a Law:

A most, most exactious Law

Says a Bear

Doesn't dare

Doesn't dare

Doesn't DARE

Use a Hook or a Line,

Or an old piece of Twine,

Not even the end of his Claw, Claw, Claw,

Not even the end of his claw.

Yes a Bear has to fish with his Paw, Paw.

A Bear has to fish with his Paw."

"O it's wonderful how with a flick of your Wrist,

You can fish out a fish, out a fish, out a fish,

If I were a fish I just couldn't resist

You, when you are fishing that way, that way,

When you are fishing that way."

And at that the Lady slipped from the Bank,
And fell in the Stream still clutching a Rank,
But the Bear just sat there until she Sank;
As he went on fishing his way, his way,
As he went on fishing his way.

Theodore Roethke

C. ACTIVITIES RELATED TO BLOCK 126

writing in
legend form

- * 1. Discuss with the pupils the following titles for a legend. Decide what might be in such a story. Then suggest that each pupil write his own story about one of the other titles.

How the Skunk Got His Perfume.
Why the Deer Has Antlers.
Why the Rabbit Has Long Ears.
Why the Giraffe Has a Long Neck.

word meanings

2. Which one has a different meaning?

a) a <i>string</i> of fish a ball of <i>string</i> a <i>string</i> of beads	b) His burnt finger was <i>smarting</i> . His sore toe was <i>smarting</i> . The boy was very <i>smart</i> .
c) There is a <i>catch</i> on the door. The ball player made a good <i>catch</i> . The fisherman made a good <i>catch</i> .	d) Bob <i>set</i> about his job. Mary will <i>set</i> the dishes on the table. Sue <i>set</i> the book down.

(related to
interpretation
Lesson 57)
noting details

3. Have the pupils re-read the story "Gillipoo" and underline all the phrases and sentences that tell what Gillipoo did in the circus.

(related to
Listening
Lesson 51)
comparing

- *4. Have the pupils compare how the fox tricked the bear in the story "Why the Bear is Stumpy-Tailed" with the way in which the kitten tricked the snake in the story "The Lion-Hearted Kitten."

(related to
Listening
Lesson

3) synonyms

5. The funny old gentleman in the story "Master of All Masters" had his own names for various things. Can you think of other words that mean the same as these?

stove	parlor	chesterfield	highway
ice-box	car	street	tale
		cab	basement

BLOCK 127

I SKILLS LESSONS

A. LISTENING

To enjoy picturesque language

Lesson 55: page 578

Lesson 56: page 520

B. WORD PERCEPTION

Phonetic analysis — knowledge of syllables

Lesson 51: page 281

Lesson 52: page 282

Practice Book: page 106

C. INTERPRETATION

Understanding sentence meaning — picturesque language

Lesson 59: page 288

Lesson 60: page 289

Practice Book: page 4

D. SPELLING

Page 348	Word list	1. stand stood still	2. I'd he'd climb	3. told
	Test-Study	open opened	opening girl	or letter

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(No preliminary discussion is suggested.)

B. READER SELECTION

“GIBBLE GABBLE”

(The little green goblin really got in a pickle when he disobeyed his mother.)

1. Vocabulary

Core words:

Page 350 excited
 explain

Review words:

Page 351 I'd
 he'd

Page 356 climb

Other words:

Page 348	gherkin	Page 352	frantically
	shied		
	trouble	Page 353	fought
			brine
Page 349	drawer		
	bureau	Page 354	cellar
			dizziness
Page 350	suggested		
	dreadful	Page 355	circled
	a sigh of relief		certain
			gnaw
Page 351	cucumber		situation
	enough		
	deaf	Page 356	strength

2. Directing the reading

Before pupils open their books ask them if they have ever seen a goblin. Ask what they think a goblin looks like. Can they think of a name for a goblin? Have the pupils open their books, look at the first picture and compare it with their ideas of a goblin. Then ask them what this goblin's name is.

This is a delightful story and you may want to have your pupils (especially your better readers) read the whole story before discussing it.

Understanding
sentence
meaning —
picturesque
language

B

A

Page 348	Read the first paragraph	
	What does Gibble Gabble resemble? How big is he? (<i>Clarify the use of "one whit" if necessary.</i>)	How does the writer tell us exactly how Gibble Gabble looked?
	What kind of goblin was Gibble Gabble?	
	What was one of his favorite tricks?	
	What does "the horse shied" mean? Why did it act in this way? Pronounce the goblins full name	
Page 349	What did Gibble Gabble suggest that his mother do? Did he expect her to do it?	Why did Gibble Gabble suggest the bell? How do you think he looked when his mother brought the bell?
Page 350	How did Gibble Gabble feel with a bell around his neck? How did he show he was embarrassed? What could Mrs. Goblin hear all day? When did her trick not work?	Did green Gibble Gabble really turn red? What frightened Mrs. Goblin? Show how she sighed when she found him.
Page 351	What did Mrs. Goblin warn Gibble Gabble about? How often did she warn him? Why does he think he's safe? Is he?	
Page 352	What happened to Gibble Gabble? What did he do? What did his mother do? How did she learn what happened?	Why did Mrs. Goblin think Gibble Gabble was diving in the pool?
Page 353	How did Gibble Gabble try to save himself? How do you know he didn't like the salty water?	Why did the writer say Gibble Gabble "fought bravely"?
	Where is Gibble Gabble finally put? What does he do in the pickle jar?	Did Gibble Gabble give up easily?
Page 354	What is it like in the farmer's cellar? Why did Gibble Gabble have to eat pickles? How did he feel afterwards? What surprised the little mouse?	What did the farmer's wife do with the bell? What was Gibble Gabble's plan? How do you know it's working?
Page 355	How do you know the mouse is surprised by what he sees? Show how Gibble Gabble spoke.....	
	How did the mouse rescue him?	What really saved Gibble Gabble?
Page 356	Why can't Gibble Gabble climb out? Why is he still unhappy after he is out of the jar? What do you think they had for tea?	

3. Following the reading

- a) Use Practice Book page 107.

C. ACTIVITIES RELATED TO BLOCK 127

1. "Gibble Gabble" would be a delightful story for the pupils to illustrate in episodes, creating a mural effect.

- * 2. Put the following sentence on the chalkboard.

"Gibble Gabble was a *naughty* goblin."

Have the pupils substitute other appropriate adjectives for *naughty*.

Using the sentences below have the pupils think of other adjectives. Each pupil should list as many adjectives as he can and be prepared to read each sentence inserting different adjectives.

- a) I have a *little* bell in the top drawer of my bureau.
- b) Why had he ever suggested such a *dreadful* thing!
- c) She ran into the deep wood.
- d) It was damp there in the cellar, and cold.

Poem

THE GOBLIN

Gibble Gabble Goblin lived outdoors but the goblin in the poem lives in *our* house. Tell the pupils about such a goblin who loves to play tricks. Then read the poem just for fun.

Have the pupils open their readers, read the poem silently, then tell all the things the goblin does.

Re-read the poem as the pupils follow in their books. Use your voice to indicate the changing actions.

Have one or two pupils read the poem.

The poem is excellent for choral speaking. Encourage the pupils to memorize it. Experiment with a variety of choral speaking arrangements.

BLOCK 128

I SKILLS LESSONS

A. LISTENING

(No lessons suggested for this block)

B. LISTENING

Phonetic analysis – using context and phonics to identify unknown words

Lesson 53: page 284

Practice Book: page 108

Lesson 54: page 284

Practice Book: page 109, 110, 111

C. INTERPRETATION

(No lessons suggested for this block)

D. SPELLING

Page 349	Word list	1. bring drink glad grass	2. nice	3. bath soap water
	Test-Study	looked put	hard first	horse birthday

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(No preliminary discussion is suggested.)

B. READER SELECTION

"MRS. GOOSE'S BATH"

1. Vocabulary

Core words:

Page 359 remember(ed)

Review words:

Page 358 nice

Other words:

Page 359	forgotten	Page 362	probably waddled
----------	-----------	----------	---------------------

Page 360 linen
 whispered

2. Directing the reading

Introduce the title and ask the pupils how they would expect a goose to feel about taking a bath. Will this be a true story or a make-believe one? How do they know?

These questions will assist in developing an understanding of the picturesque language used in this selection.

B

Page 358

How does Mrs. Goose usually keep clean?

What preparation did Mrs. Goose make for her bath?

Page 359

Why didn't Mrs. Goose take her bath right away?

What did she mean when she said
“Now for it!”

Was she ready?.....

Page 360

What words does the author use to describe Mrs. Goose's movements as she gets the wash-cloth?

Pretend that you are Mrs. Goose getting the washcloth. What would you do?

Why did the author use the word order in this sentence – “Soap, wash-cloth, me; soap, wash-cloth me?”

A

Who is the main character in the story?
How do you know that there may be some-
one else in the story? Who is it? Is it one
person? How do you know?

How does the author help you to visualize or to see what Mrs. Goose is doing?

How do you know that she thinks she's ready?

How does the author help you to visualize Mrs. Goose's movements?

There are three sentences on this page that show how mixed-up Mrs. Goose is. Which ones are they?

B

A

Page 361

What did Mrs. Goose hear? Who was making the noise? Is this one duck or more? How do you know?

Why do you think the author called the three ducks "Three-Ducks?"

How did Mrs. Goose attract the attention of Three-Ducks?
What would you say in a similar situation?

Page 362

How did the ducks walk? What did they do when they came in? Why does the author list the things all over again?

Page 363

Why are "funny and forgettery" and "blinked her black eyes" good phrases for the author to use?

Why is "funny and forgettery" a good phrase to use? Find another phrase describing Mrs. Goose.

Find the best sentence about Three-Ducks and tell why you chose it.

Oral discussion

Discuss the fact that Three-Ducks weren't laughing in a mean way and that Mrs. Goose enjoyed the joke on herself.

3. Following the reading

Practice Book

- a) Use Practice Book page 112.
- b) Re-read the story about Mrs. Goose that was used in Listening Lesson 21 – "The Red Skirt".

C. ACTIVITIES RELATED TO BLOCK 128

writing a story

- * 1. Individual Writing – "A Joke on Myself."
Discuss with the pupils times when someone has laughed at them. Was it easy for you to laugh too? Hard to laugh? Have each pupil write about one of those times.

descriptive words

- 2. Think of other descriptive words for each underlined word.

a damp <u>cloth</u>	her long funny <u>neck</u>
two soft <u>towels</u>	her black <u>eyes</u>
a piece of pink <u>soap</u>	<u>laughing</u> so hard

alliteration

- 3. a) Read these phrases to the pupils. Point out that the beginning sounds of the important words are the same. Have the pupils complete the (b) section.

<i>waiting to be washed</i>	<i>sizzling on the stove</i>
<i>funny and forgettery</i>	<i>blinked her black eyes</i>

- b) Fill in the blanks.

waddled to the _____	muffin
the whistling _____ wind	window
Mike, the _____ man	whispering
a ruby red _____	rose

- c) Have the pupils make up some similar ones of their own.

BLOCK 129

I SKILLS LESSONS

A. LISTENING

To recognize relationships — analogous

Lesson 57: page 523

Lesson 58: page 524

B. WORD PERCEPTION

Structural analysis — review plural and possessive endings

Lesson 91: page 314

Practice Book: page 113

C. INTERPRETATION

Recognizing relationships — analogous

Lesson 61: page 420

STORIES TO STUDY A and B: page 120

Lesson 62: page 421

STORIES TO STUDY A and B: page 122

D. SPELLING

Page 349	Word list	1. dishes grades moon's yours	2. lost	3. gold silver fairy
	Test-Study	before after	babies ladies	

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(No preliminary discussion is suggested.)

B. READER SELECTION

“THE WOODMAN’S AXE”

(Greediness is the spoiler of good fortune)

1. Vocabulary

- Core words:
- Page 365 mine
- Page 366 yours
- Review words:
- Page 364 lost
- Other words:
- Page 365 trouble
- Page 366 iron
- Page 367 honest

2. Directing the reading

Present the title. Discuss the meaning of “woodman.”

Recognizing
relationships –
analogy

The analogy will be brought out in the follow-up discussion. Guide the reading with questions that direct attention to relevant details in the story.

	B	A
Page 364	Why did the woodman work so hard? Why couldn't he buy another axe?	Why is the axe so important to the woodman?
Page 365	What did the water fairy bring to the woodman? Did the fairy really think the woodman would have a golden axe?	Why did the fairy bring up a gold and a silver axe?
Page 366	Why was the woodman so glad to see his axe? Why did the fairy give him the other axes? What will he do with them?	What was the woodman's reward for being honest? What did he plan to do with the wonderful axes? How do you think the second woodman felt when he saw the first woodman's reward?
Page 367	Why did the second woodman throw his axe in the water? Is he honest? Will the fairy give him a golden axe?	Why is the woodman crying? Will he get a golden axe?

Could the woodman have had a golden axe? Why didn't he get one? Is he as well off as before he met the fairy?

Did the woodman get what he deserved?

Following the reading, discuss how the poor woodman must have felt when he saw the golden axe. Pupils should be aware that he must have been tempted to claim it but instead honestly stated it was not his — and that honesty brought its own reward.

Without belaboring the moral, relate this to our lives today. Pupils will be able to cite instances when it seemed easy and advantageous to be dishonest.

3. Following the reading

Practice Book

a) Use Practice Book page 114

Poem

b) **I KEEP THREE WISHES READY**

I keep three wishes ready,
Lest I should chance to meet,
Any day a fairy
Coming down the street.

I'd hate to have to stammer,
Or have to think them out,
For it's very hard to think things up
When a fairy is about.

And I'd hate to lose my wishes,
For fairies fly away,
And perhaps I'd never have a chance
On any other day.

So I keep three wishes ready,
Lest I should chance to meet,
Any day a fairy
Coming down the street.

Annette Wynne

C. ACTIVITIES RELATED TO BLOCK 129

oral—
analogy

* 1. Have the pupils think of other stories that have the same theme as "The Woodman's Axe," for example, "The Fisherman and His Wife," "The Goose and the Golden Eggs." Have the pupils tell one of the stories in their own words.

writing

* 2. Discuss with the pupils what should be done when money is found. Point out the danger of a dishonest person wrongly claiming the money. Should the finder expect a reward? Write a story about someone finding some money.

related to
pretation
esson 62)
inferring

3. Ask: "Why didn't the city mouse worry about the dangers?" Elicit the answer that he is used to them and accepts them as part of his daily life. Comment that there are probably similar dangers in the country that the country mouse ignores.

Have the pupils develop a list of things in the country that would probably frighten the city mouse.

related to
pretation
esson 62)
atization

* 4. Pupils might dramatize the visit of the city mouse to the country and his search for food.

BLOCK 130

I SKILLS LESSONS

A. LISTENING

To pupils' oral reading

B. WORD PERCEPTION

Structural analysis – review comparative suffixes

Lesson 92: page 315

Practice Book: page 115

C. INTERPRETATION

Oral reading

Lesson 71: page 429

STORIES TO STUDY A and B: page 123

D. SPELLING

Page 350	Word list	1. prettier prettiest few most	2. last	3. wind
	Test-Study	read reads	thing think	morning

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(No preliminary discussion is suggested.)

B. READER SELECTION

"MRS. BIMM'S THREE HATS"

1. Vocabulary

Core words:

Page 373 lovely Page 376 hurry

Page 375 hurried

Review words:

Page 372 last

Page 376 used

Other words:

Page 396 invited Page 372 remained

Page 370 perched Page 374 pigeon

Page 371 decided Page 376 sensible

2. Directing the reading

Present the title and discuss briefly current styles in hats, women's tendency to like and purchase many hats, men's tendency to make fun of the outlandish styles. It will be interesting to note differences in boys' vs. girls' opinions of "pretty hats."

Because the detailed teacher's guidance of this story is to be directed to oral reading, and because this will take some time, it will be wise to allow the pupils to read the entire story silently first for enjoyment. After all pupils have read the story silently, follow the detailed suggestions as outlined below. Both A and B groups should be able to participate in similar activities. Thus only one set of questions is provided. B groups may need a slightly longer period of time in preparation for oral reading.

Have the pupils close their eyes as you read the first "verse," with a slight pause after each line. This reading should help pupils to "see" the three hats on a shelf, in a row. Ask what they see.

Now have pupils open their books, look at the picture on page 369 and prepare the page for oral reading. Remember that pupils should have perfect word perception before reading orally. Encourage pupils to read in such a way that class members will visualize one hat after another.

Have pupils examine the pictures and tell what happened to the green hat, what Mrs. Bimm would hear when this happened, and in what tone of voice she would talk. In the oral reading have pupils bring out the noise of the wind and Mrs. Bimm's excitement and indecision.

In preparing this page have the pupils pay particular attention to the effect produced by use of the following words and phrases. You may wish to have several pupils read each before the entire page is read aloud — "wind was waiting"

— "snatched the flat pink hat"

— "Woooooooooosh!"

— "Up, up went the hat

then down, down, down."

— "floated like a pink flower"

Pages
372-373-374

Pupils should be aware of the contrast in these three pages with description and ordinary conversation building up to a climax in both action and emotion. They should also note opportunities for variety through use of words “a wee, wee, frog” “be very careful” (pages 372 and 373).

Page 374

Have pupils tell how the author helps you to see what is happening. Have them provide descriptive words for how Karl expressed pleasure, and how Mrs. Bimm indicated approval and warning.

After the discussion have pages 372-374 read aloud.

Pages 375-376

Instruct pupils to prepare the last two pages for reading aloud, taking into consideration (a) changes in the way the characters feel, (b) clues provided by the author in footnoting and printing which will help the reader to convey action and emphasis.

Pupils will enjoy hearing this story in its entirety even though sections have already been read aloud.

3. Following the reading

Practice Book

a) Use Practice Book page 116.

C. ACTIVITIES RELATED TO BLOCK 130

remembering
details

1. List the correct words under each hat. Add some words of your own.

<u>green hat</u>	<u>pink hat</u>	<u>yellow hat</u>	<u>blue hat</u>
large	last	flower	haystack
old	flat	floating island	bird's home
nest	frog's home	round	pill-box
pail	sensible	new	pretty
goldfish bowl			

writing - poetry

- * 2. The fanciful story “Mrs. Bimm’s Three Hats” could provide motivation for poetry writing. Pupils could choose one hat, illustrate it and write a poem about it. The suggestions given previously about poetry writing could be used to advantage here.

BLOCK 131

I SKILLS LESSONS

A. LISTENING

For sensory imagery

Lesson 59: page 525

B. WORD PERCEPTION

Structural analysis – Review suffixes

Lesson 93: page 316

Practice Book: page 117

C. INTERPRETATION

Forming sensory impressions

Lesson 63: page 422

STORIES TO STUDY A and B: page 123

D. SPELLING

Page 350	Word list	1. baker cleaner worker	2. round around	3. race
	Test-Study	better much	face cry	large milk

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(No preliminary discussion is suggested.)

B. READER SELECTION

“THE HARE AND THE TORTOISE”

1. Vocabulary

Review words:
Page 377 round

Other words:
Page 377 challenge
accept
course
contempt

2. Directing the reading

Present the title. Pupils may recall the story. Tell them that this is an old, old story told to teach people a lesson. Suggest that they look for the lesson as they read.

	B	A
Page 377	Read the first half of the page.	
	To whom is the hare boasting? Why does he think he's so clever? Does he think the tortoise can beat him?	Suppose you were an artist and were asked to illustrate this story. What would your picture show? Why did the tortoise accept the challenge?
	Read the rest of the page.	
	What did the hare do in the middle of the race? What is the tortoise doing? When did the hare wake up? Did he plan to sleep this long?	Why does the hare lie down in the middle of the race? What word shows how slowly the tortoise is going? Did the hare mean to sleep so long?
	Why was the tortoise able to beat the hare?	
	Discuss the meaning of the last sentence.	

3. Following the reading

Practice Book a) Practice Book page 118.

C. ACTIVITIES RELATED TO BLOCK 131

- writing * 1. Discuss the dangers of over-confidence in any contest. Why is over-confidence dangerous? What does it make you do? Write a story of a game in which one team wins because the other team is over-confident.

(related to
interpretation
Lesson 63)
dramatization

- * 2. Have pupils dramatize the conversation that took place between
- a) the bus driver and his wife at dinner;
 - b) a boy who met the elephant on the street, and his teacher;
 - c) the lady with the red hat and a friend she met next day.

description

- * 3. Have pupils write a description of one of the people on the bus, after the elephant sneezed.

descriptive
words

4. Develop a list of words to describe the story situation.
(funny, amusing, comical, hilarious, ridiculous, etc.)

Poem

s 378-379,
AND AWAY

THE DONKEY

This nonsense poem should be read just for fun.

Read it to the pupils several times before asking them to read it.

Perhaps on the second reading, the pupils could join in on the line: "Lav - lav - lavender" in each stanza. Then on the third reading they would repeat that, and also read the last line of each stanza.

After the pupils have had time to prepare the poem, choose three of them, one to read each verse. Have the class join in on the last four lines of each.

BLOCK 132

I SKILLS LESSONS

A. LISTENING

For sensory imagery

Lesson 60: page 527

B. WORD PERCEPTION

Phonetic analysis – using phonics to identify unknown words

Lesson 55: page 285

Practice Book: page 119

Lesson 56: page 286

Practice Book: page 121

C. INTERPRETATION

Forming sensory impressions – visual

Lesson 64: page 423

STORIES TO STUDY A and B: pages 125-126

D. SPELLING

Page 351	Word list	1. only herself ever	2. well won't	3. talk rode
	Test-Study	from were	farm farmer	man men

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(No preliminary discussion is suggested.)

B. READER SELECTION

“A GARAGE FOR GABRIEL”

1. Vocabulary

Core words:

Page 380 paint

Page 381 whispered

Review words:

Page 381 well
 won't

Other words:

Page 380	Gabriel	Page 382	college
	garage		determined
	sign		
	specially	Page 383	engine
Page 381	excitement	Page 384	awful
	mercy	Page 385	naturally
			hinges

2. Directing the reading

Present the story title.

Suggested questions will help pupils to develop sensory impressions. The vivid descriptive words used by the author will help pupils to do this.

B

Page 380

Describe Gabriel. Describe the car he'd like to look like.

Why do you think he wants a garage so much?

Page 381

How did Gabriel feel when the ladies came along? How did he act? How do you know? Why did he do this? Did the ladies like this? How do you know? How did Gabriel feel now?

What do you think the two ladies were doing while Gabriel whizzed around?

A

Compare Gabriel's appearance, home, and expected performance on the road with those of a new car.

How did the feelings of the ladies change? Why? How did Gabriel's feelings change? Why?

B

A

Pages 382-383

What parts of Gabriel would the college boy look at before he tried him out?

What parts of the car would the college boy and the young lady be most interested in?

Why did Gabriel make such noises for the young lady?

Describe the changes in the boy's face and the lady's face from the time each got into Gabriel until they got out.

Page 384

Four people have tired Gabriel. Which of them heard nothing? saw no movement? smelled nothing?

How would the man who couldn't start Gabriel look when he left? How would the car dealer look? sound?

Page 385

How did Jimmy's Dad feel about his purchase? He had a busy time working on Gabriel. Read the words that tell what he did. What would you hear and smell at this time?

Many things happen to Gabriel on this page. Find each in order and tell –
(a) what happened
(b) what you see
(c) what you hear
(d) what you smell.
Both Gabriel and Jimmy's family are involved.

Page 386

How did Gabriel look when he was bought? How did other cars treat him before? How does he look, act, feel now? Why?

Contrast Gabriel now with the Gabriel described on page 380 (appearance, attitude, feelings) and give reasons for the changes.

Would you change the picture so that it would describe what you see, hear, or smell in a better way?

3. Following the reading

Practice Book

a) Use Practice Book page 122

C. ACTIVITIES RELATED TO BLOCK 132

description

* 1. Have pupils write a complete description of either "Gabriel before" or "Gabriel after."

oral

* 2. Have pupils tell what each prospective buyer might have said during his trial run, and as he left.

BLOCK 133

I SKILLS LESSONS

A. LISTENING

(No lessons suggested for this block)

B. WORD PERCEPTION

Phonetic analysis — using phonics to identify words

Lesson 57: page 287

Practice Book: page 123

Lesson 58: page 287

Practice Book: page 124

C. INTERPRETATION

Oral reading

Lesson 72: page 430

STORIES TO STUDY A and B: page 127

Lesson 73: page 430

STORIES TO STUDY A and B: pages 127-128

D. SPELLING

Page 351	Word list	1. short	2. isn't	
		shut	six	
		such	top	
	Test-Study	ride	cent	sister
		what	cost	

II INTEGRATED LANGUAGE UNIT

A. DEVELOPING THE UNIT THEME

(No preliminary discussion is suggested.)

B. READER SELECTION

“THE FOUR MUSICIANS”

1. Vocabulary

Other words:

Page 387	musicians characters act scene curtain stage faithfully	}	introduce these terms in the introduction to play reading
Page 388	mournfully		
Page 389	calm bedraggled		Page 391 swords circle ghosts
Page 390	dreadful indicate		Page 392 comfort treasure

2. Directing the reading

This is the first time the pupils have been asked to read a play. You might prepare them for this literary form by recalling situations when, in oral reading lessons they have taken parts and read just the words of the characters in a reader story.

Tell them that sometimes stories are written using *only* the words of the speaker. Such stories are called *plays* and are meant to be acted on a stage.

Turn to page 387. Explain

- a) the list of characters.
- b) the term “act”.
- c) the description of the scene.
- d) the directions to the characters (in italics and bracketed.)
- e) the method of designating the speaker (e.g. DONKEY.)
- f) the meaning of “entrance” and “enters”
(i.e., coming on to the stage.)

Begin by giving very complete guidance to aid pupils in following the play. Direct attention to the action on the stage and to the feelings of the story characters rather than to content.

After the first two or three pages, reduce the amount of guidance if you feel it is advisable for your class.

- Page 387 Discuss the directions given for the donkey's entrance.
 Why does the donkey look so dejected? (*Clarify "put an end to me."*)
 What does he do in the middle of his speech? Can you imitate what he does?
 What is one thing the donkey is pleased about? Why?
 Who does the donkey mean when he says, "my friend?"
 Why do you think the dog is panting?
 How do you think the dog feels?
- Page 388 Who speaks first on this page? How do you know?
 How *does* the dog feel? Why?
 What does the donkey do?
 Now who appears? How does he look? Why?
 How do you think the cat's voice sounds as he explains what happened?
- Page 389 (*Continue questioning in the same detail to make certain that the pupils understand both ideas and feelings. Only if these are understood clearly, will they be able to interpret the play either in oral reading or in an actual dramatization.*)
- Page 390 Discuss the meaning of "Act II" and the stage setting.
- Continue the discussion to the end of the play. On page 393 be sure to bring out the significance of the Robber Captain's speech. Ask why he thought there were witches and pirates and goblins. Be sure also to contrast the feelings (and hence the tone of voices) of the animals at the end of the play with those at the beginning.*
- After the detailed discussion, have the pupils reread the whole play again silently as preparation for oral reading. Remind them that they must be certain of all the words. Then have the pupils choose their favorite character, and read through the play once more, concentrating only on the speeches of the character they have chosen.
- Have the whole play read orally. Encourage the pupils to show feeling in their voices and strive for a good effect in the "singing" of the animals. The latter may need some practising.

3. Following the reading

Practice Book

- a) Use Practice Book page 125.
- b) You may want to use this simple play as a dramatization.
 If the pupils are thoroughly familiar with a character, it will be unnecessary to have speeches memorized as in the book. Encourage spontaneity.

C. ACTIVITIES RELATED TO BLOCK 133

Writing a play

- * 1. Act as secretary at the chalkboard while the pupils write a co-operative play. The discussion might proceed around the following headings:
 - a) Think of an incident. Be prepared to direct attention to a current activity or happening around the school, such as a recent visit of parents to the room when something exciting happened.
 - b) List the characters. Decide what they are like.
 - c) Describe the setting.
 - d) Write the dialogue.

Keep the co-operative play short and interesting.
 Each child may then wish to write his own play.

LANGUAGE EXPERIENCE READING PROGRAM

TEACHER'S SOURCE BOOK

LEVEL 4

PARTS 2 to 5

DEVELOPMENTAL SKILLS LESSONS

Part 2 WORD PERCEPTION

Part 3 SPELLING

Part 4 INTERPRETATION

Part 5 LISTENING

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The *Teacher's Source Book, Level 4* is available in two editions: (1) as a complete book; (2) in two sections, the first of which contains Part 1 of the complete book, the second of which comprises Parts 2 to 5 of the complete book.

The section entitled *Teacher's Source Book, Level 4: Parts 2 to 5* comprises the Developmental Skills Lessons for the Level 4 program. Suggestions for the place and pacing within the program of these skills lessons in Word Perception, Spelling, Interpretation, and Listening will be found in the *Teacher's Source Book, Level 4: Part 1*, which contains Suggestions for the Program Organization of Blocks 86-133 and the Integrated Language Units.

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PART 2 WORD PERCEPTION LESSONS LEVEL 4

LESSONS 1-58

Phonetic Analysis

	Page
Lesson 1: Review visual-auditory perception of <i>c, f, h, l, m, n, t, w, y, z</i>	231✓
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LESSON 1

Review—

al-auditory
reception of, f, h, l, m,
, t, w, y, z

perception

perception
the sounds
esented by
sonants in
beginning,
medial, or
l positionsal-auditory
reception of
consonantsconsonant
substitution
(initial)

1. Prepare picture cards or sketch the following objects in a row across the board:

cake	fence	hat	lamp	mitts
nest	table	wagon	yarn	zebra

Place c, f, h, l, m, n, t, w, y, and z letter cards on the chalkboard ledge. Have the pupils match a letter card with a picture whose name has that beginning consonant.

2. Use the following words in groups:

<u>y</u>	<u>c (k-sound)</u>	<u>f</u>	<u>h</u>	<u>l</u>
yarn	cake	fence	hat	lamp
yellow	cow	food	him	look
yes	duck	rifle	hen	sailor
you	doctor	off	ahead	pencil
<u>m</u>	<u>n</u>	<u>t</u>	<u>w</u>	<u>z</u>
mitts	nest	table	wagon	zebra
mole	name	today	wing	zoo
number	Andy	later	we	sizzle
jam	fun	meet		buzz

Have the pupils listen as you pronounce the words in each group, and tell where in the word they hear the sound represented by the indicated letter — at the beginning, at the end, in the middle.

3. Write each group of words on the board. Have the letter marked and the word pronounced.

4. Write the following sentences on the board (or have them mimeographed ahead of time). Underline the words as indicated. Have the pupils read each sentence. Discuss the underlined word and how the pupils knew what it was. Have them give another word that they could have used to substitute the initial consonant. For example, in the first sentence, they could have thought of the word *came*, substituted a t, and read *tame*.

For your convenience, a likely word for substitution is given in brackets after each sentence.

- Tame animals make good pets. (came)
- The baby sleeps in a cot. (not)
- If we make a noise, the baby will wake up. (make)
- I have a new fingernail file. (mile)
- He has a cane because he is lame. (came)
- There is a long hall in the school. (ball)
- It is only noon. You can't go home yet. (get)
- They will grind the wheat at the mill. (will)

consonant substitution (final)

5. Have the pupils provide answers for the following riddles by substituting the final consonant in each key word. Write the key word on the board. Give the riddle. Have the pupil change the key word to the word he thinks is the answer. Have the pupil say two words (for example, *ham*, *hat*).

	Key word	Riddle
a)	ham	Something you wear on your head
b)	fat	Something to cool you in hot weather
c)	tin	A boy's name
d)	pit	Something to take when you're sick
e)	man	You step on this when you get out of the bathtub
f)	but	The sound a bee makes

Independent Exercise

Practice Book

Use page 2.

Review—
visual-auditory
perception of
b, d, g, p, k, v,
x, r, s, j, q

LESSON 2

auditory perception

1. Prepare picture cards or sketch the following objects in a row across the board:

ball	dog	gate	jump	kite
queen	valentine	rabbit	sun	

Place b, d, g, p, k, v, s, r, x, j, and q letter cards on the chalkboard ledge. Have the pupils match a letter card with a picture whose name has that beginning consonant. Have the pupils give other words that begin with each consonant.

consonants
in initial,
medial, and
final positions

2. Write the following groups of words on the chalkboard:

a) ball best number cub	b) dog dear daddy sad	c) gate begin jingle bag	d) pig purse apple cap	e) kite baker take duck
f) van never live valentine	g) box fix fixed	h) rabbit red hurry car	i) sun seed also box	j) jump jiggle pyjamas
k) queen question queer equal				

For each group of words have the pupils:

- read the words in each group;
- match the first word with a picture and a letter card according to the beginning consonant;
- underline the initial consonant in that word;
- underline the same consonant in the other words;
- re-read the list, listening carefully for that consonant and noting its position in each word.



You will need to point out to the pupils words in which final e is silent, and thus the final consonant that is heard is not the last *letter* of the word. (For example, *take*) Also, double consonants and the sound represented by ck may be noted. Specific lessons on these points are provided later.

consonant
substitution
(initial and
final)

3. Use the words that you have already listed in groups on the board. Have the pupils substitute, where possible, using the consonants on the cards, to make new words. Place the consonant card over the first letter of the word on the board and have the pupils pronounce the new word.

The following words are suggested for your use:

<u>best</u>	<u>cub</u>	<u>dear</u>	<u>sad</u>	<u>gate</u>	<u>bag</u>
pest	cud	gear	Sam	date	bad
rest	cup	rear	sap	rate	bat
<u>pig</u>	<u>cap</u>	<u>jump</u>	<u>sun</u>	<u>boss</u>	<u>fix</u>
big	cab	bump	bun	box	fig
dig		pump	gun	bog	fib
<u>red</u>	<u>king</u>	<u>take</u>			
bed	ring	tape			
	sing				

Independent Exercise

ice Book

Use page 5.



Review—
consonant
blends

LESSON 3

1. Write the word *pump* on the chalkboard. Have it pronounced and the beginning sound identified.

Change the word to *plump*. Have it pronounced and the beginning sounds identified.

Have *plump* pronounced again and have the pupils note that the two sounds represented by pl are spoken almost as one sound.

Review the term “blend” and relate it to the beginning sound of *plump*.

Continue as above with the following pairs of words:

say	sip	pay	boom	dive
slay	slip	play	broom	drive
send	pan	tam	sit	bind
spend	plan	tram	spit	blind

2. If your pupils need further practice with recognition of consonant blends, the following list of words is provided for your convenience.

brown	flag	swing	snow
drip	plum	swim	skates
grass	blue	sway	stain
train	glass	twin	scare
frog	clean	twelve	smoke
crawl	sled	twist	speak
pray			

Have pupils give other examples of words beginning with the various blends. Write them on the board as they are given.

special
consonant
blend—qu

3. Write the words *quick*, *queen*, *quack*, on the chalkboard. Have them pronounced. Underline the letters qu. Tell the pupils that the letters qu represent a consonant blend—kw.

Pronounce the words and have the pupils listen for the kw sound.
Have the pupils identify and pronounce the following words:

quack	queer	quit	quake	quilt
quart	quarter	question	quiet	

Have the pupils note that q is always followed by u in English spelling.

substitution
of blends

4. Write the following underlined words on the board. Have each identified. Erase *my* and write *cry*; have it identified. Have the pupils explain how they know what word is; relate its identification to the word *my*. Continue in this way with the rest of the words in the list and those in the other lists.

<u>my</u>	<u>see</u>	<u>find</u>	<u>like</u>	<u>best</u>
cry	tree	grind	trike	crest
dry	free	blind	spike	
fry	flee			
pry	glee			
try				
sky				
spy				
sty				

addition of
blends

Follow the above procedure with the following words in which the blends are added to the key word.

<u>it</u>	<u>am</u>	<u>an</u>	<u>in</u>
grit	swam	plan	skin
flit	clam	scan	grin
spit	tram	span	spin
slit	cram		
quit			

new words
in context

5. The following sentences contain some words from the above lists that may be unfamiliar to the pupils. Write the sentences on the board; have them read and discuss *briefly* the meanings of the underlined words. Encourage the pupils to use the context to discover meaning.

- a) Father cut his finger on a long spike as he tried to pry the box open.
- b) Scan the page in your reader to find the horse's name.
- c) I swam to the bottom of the lake and found a clam.
- d) The baby laughed with glee as she watched the butterfly flit from flower to flower.
- e) The wind blew a piece of grit into the child's eye.
- f) The crowded tram stopped at every street corner to let more people on.
- g) The rabbit tried to flee from the hungry fox.
- h) The men were working on a bridge to span the river.

Independent Exercise

Use page 7.

Practice Book

LESSON 4

- auditory
ception of
three-letter
t blends—
scr, spr,
spl, squ

1. Write the word *rain* on the board and have it identified. Add a t to the beginning of the word and have *train* pronounced. Now add s to the beginning of *train* and have the new word pronounced — *strain*.

Underline the three consonants at the beginning and tell the pupils that some words have three consonants that blend.

Continue as above with the following groups of words:

rap	ray	ring
trap	tray	spring
strap	stray	string

2. Use the following words for further practice with three-letter consonant blends:

street	spray	scream	split
straw	sprain	scrub	splash
strip	sprang	screen	
streak	spread	scratch	square
stream	sprinkle	screw	squeak
strong			squeeze
			squirrel

3. Have the pupils read the following sentences. Have the underlined words identified.

- a) Susy sprained her ankle and scratched her arm when she tripped.
- b) The children scrambled quickly up the hill to see the strange animal that was squeaking.
- c) The buds began to sprout in the spring.
- d) When I stroked the kitten, he stretched and then scratched me.
- e) Do not squeeze or strike the squirrel.

Review—
consonant digraphs
sh, ch, wh, th

LESSON 5

1. List the following words on the board:

—in initial
position

cheese	chum	whip	which
shine	shut	thick	
thin	thief	where	
wheat	why	wheel	

Have the pupils find, and pronounce, a word on the board in response to your direction.

For example :

“Find a word that rhymes with *reef*
and begins like *thank*.” (thief)

Proceed in a similar manner with the following list:

<u>rhymes with</u>	and	<u>begins like</u>
sky		when
eat		when
come		church
pine		shoes
hip		when
nut		shoot
chick		thimble
hair		when
please		children
heel		when
hitch		when



Identify the digraphs as “the c-h sound,” “the s-h sound,” etc. Have the pupils circle the digraphs in each word.

2. List the following words on the board:

—in final
position

fish	with	ranch
rash	bath	march
slush	birth	birch
	tooth	beech
		church

Have each column of words read aloud. Ask what sound is heard at the end of the words. Have the digraph circled in the words.

*Other Words to Use

These words are provided for your convenience to use if your pupils need additional practice.

<u>sh</u>		<u>th</u>		<u>ch</u>	
fresh	rush	math	booth	screech	French
hush	push	path	berth	lurch	
hash	cash	moth		bunch	
flash	wish	lath		arch	
splash	swoosh	teeth		pooch	

cial sound
esented by
wh, th

3. Have the pupils read the following lists of words. Have them note that wh and th represent *two* sounds.

- | | | |
|---------|---------|--------|
| a) what | which | b) who |
| whale | while | whose |
| wheat | whip | whole |
| when | whistle | whom |
| where | white | |
| why | | |

Have the pupils note that the most common sound represented by wh is that of *what*.

- | | |
|----------|---------|
| c) thank | d) than |
| thin | then |
| thick | that |
| thief | the |
| thing | there |
| thorn | them |
| thought | this |
| thousand | though |
| three | |
| thread | |
| through | |
| thumb | |

Have the pupils note that the most common sound represented by th is that of *thank*, but remind them that if they are unsure, they should try both sounds to see which one sounds "right."

Exercise

4. Have the pupils:

- read the following paragraph (either from the board or mimeographed);
- underline the words that have one of the four digraphs;
- read the paragraph again;
- identify the underlined words.

"You may have anything you wish for lunch," said Mother.

"I want fish and chips and orange crush," said Chuck. "And a big dish of chocolate pudding to finish up with."

"I want mashed potatoes with chicken gravy and cherry punch," said Shirley. "Then I will have white cake and sherbet for dessert."

Independent Exercise

Use page 9.

Practice Book

LESSON 6

1. Write the following words on the board:

teacher inches splashed other

—in medial
position

Have the words read and the digraphs circled in each. Ask the pupils for other words in which the digraph is in the middle of the word. You may get:

southern	pitcher	ashes
northern	preacher	bishop
weather	rancher	bushel
leather	mischief	seashore
either	butcher	mushroom
brother		
mother		
father		



Note that the wh combination appears only at the beginning of words, except in some compound words such as *nowhere*, *somewhere*, *somewhat*.

use the words
in context

2. Have the pupils:

- read the following sentences;
- identify the underlined words;
- discuss how they recognized the underlined words;
- discuss any difficulties in meaning.

- a) The chief of police will catch the thief.
- b) He gave a loud whistle when he sat on the thistle.
- c) They smash rocks into crushed stone.
- d) Take that path to see a bunch of flowers growing in the bush.
- e) The baby likes to splash in his bath.
- f) Who chose those roses?

Exercise

3. Write the following exercise on the chalkboard (or mimeograph it). The pupils choose a word from the list that fits each meaning. Have the correct word written beside its meaning.

- | | |
|-----------------------------------|----------|
| a) A large boat | choose |
| b) A covering for a person's foot | cheek |
| c) A place where things are sold | ship |
| d) A short thick finger | whisper |
| e) A clear shrill sound | thank |
| f) Pick out something | thumb |
| g) A very softly spoken sound | white |
| h) The fifth day of the week | Thursday |
| i) The color of snow | whistle |
| | shoe |
| | shop |

LESSON 7

1. List on the board:

all	doll	ill	pull	sell
tall	roll	pill	full	well
ball		till		yell

ll

Have the lists read. Pupils should note that the ll represents only one sound.

Now write the following pairs of words:

ball	pull	pill	well	yell
balloon	pulley	pillow	welcome	yellow

Have the pupils read these words and note that *one word* has only one letter l, but that the sound represented by one l or two remains the same.

2. Follow the same procedure with f and s using the words listed.

ff

staff
stiff
stuff—stuffing
puff
Jeff

ss

pass — passing	miss—mistake
fuss—fussy	hiss
muss	loss — lost
mess	less — lesson
	dress



It is not the purpose of this lesson to have pupils formulate rules, but rather to show that, while *in general* most consonant sounds are represented by one letter, some words spell the consonant sound with two letters.

double
sonants
n names

3. List the following on the chalkboard or use pupils' names that have double consonants:

Jimmy	Teddy	Freddy	Bobby
Billy	Patty	Daddy	Buddy
Mommy	Fanny	Harry	

Have the pupils read the list and note that all are familiar forms of formal names. Have the double consonant circled in each name.

gnizing
r double
sonants

4. Use as many of the following words as necessary to establish the idea that in most words where they occur the double consonant represents only *one sound*.

rabbit	little	butter
hammer	puppet	middle
supper	dinner	nibble
button	wiggle	robbers
		account

exception

* Have the pupils note the exception, cc, in these words:

accident

accept

use the words
in context

5. Have the pupils read the following sentences. Discuss any problems in recognition.
- a) Bobby Rabbit had a habit of nibbling on the ribbon.
 - b) The winner would have dinner with Bobby and Betty.
 - c) Mr. Muddle made some pudding.
 - d) The little button was found in Molly's rubbers.
 - e) The butter at the bottom was too bitter.
 - f) She was pulling at her pillow when it lost its puffy stuffing.

Independent Exercise

Practice Book

Use page 11.

Review—
short vowel
sounds
auditory

LESSON 8

1. Place these key words across the top of the chalkboard:

at it on end up

Read the key words to the pupils and have them note that all the vowels are short. Ask for words that have the same vowel sound. List the words on the board as they are given.

checking
recognition
through
rhyming words

Have the pupils give rhyming words for each of the following:

bit	dip
top	cot
ten	bet
bun	but
cap	hat

visual-
auditory
perception

2. List on the chalkboard, the following:

<i>back</i>	<i>hack</i>	<i>Jack</i>	<i>luck</i>	<i>pack</i>	<i>sock</i>
<i>bog</i>	<i>dog</i>	<i>jig</i>	<i>lag</i>	<i>fog</i>	<i>log</i>
<i>bed</i>	<i>led</i>	<i>Ted</i>	<i>bid</i>	<i>red</i>	<i>bud</i>
<i>Dan</i>	<i>can</i>	<i>man</i>	<i>fun</i>	<i>Nan</i>	<i>bin</i>
<i>Jim</i>	<i>jam</i>	<i>rim</i>	<i>him</i>	<i>dim</i>	<i>hum</i>
<i>cup</i>	<i>top</i>	<i>pup</i>	<i>nip</i>	<i>sup</i>	<i>pep</i>

Have the pupils identify the words that rhyme with the first word in each row.

vowel
substitution

suggestions

3. Have pupils substitute vowel letters in words. Put the consonant letters on the board and put in various vowels. Have the pupils pronounce each.

b_g (a,e,i,o,u)	r_n (a,o,u)
s_ck (a,o,i,u)	d_n (a,e,i,o)
p_ck (a,e,i,u)	t_n (a,i,e)
t_ck (a,i,o,u)	p_t (a,o,i,e)
p_n (a,i,e,u)	m_t (a, e, u)
m_d (a,i,u)	h_t (a,o,u,i)
h_d (a,i)	b_t (a,i,e,u)
p_p (o,u,e)	r_b (o,i,u)

change in
d changes
meaning

4. To emphasize that a change in a vowel changes the meaning of a word, ask the following questions and have the pupils select the correct answer and name the vowel sound.

What is a baby bear called — a *cab* or a *cub*?

You bathe in — a *tab* or a *tub*?

A kind of fish is — a *cud* or a *cod*?

The pan has — a *lid* or a *lad*?

You wear — a *cup* or a *cap*?

You carry lunch in — a *bag* or a *big*?

A dog is — a good *pat* or *pet*?

He wrote — a grocery *lest* or *list*?

Will you — *land* or *lend* — me a pencil?

It — *cast* or *cost* — six cents?

Give me — *back* or *buck* — my money?

Independent Exercise

ce Book

Use page 16.

Review—
short vowel
sounds

LESSON 9

1. Place the key words and the following lists on the chalkboard.

<u>a</u> t	<u>i</u> t	<u>o</u> n	<u>e</u> nd	<u>u</u> p
ba <u>d</u>	mi <u>s</u> t	go <u>t</u>	ge <u>t</u>	mu <u>s</u> t
ba <u>g</u>	ru <u>s</u> t	ba <u>g</u>	pe <u>t</u>	bu <u>g</u>
re <u>s</u> t	ti <u>n</u>	te <u>n</u>	pa <u>n</u>	fi <u>s</u> t
bu <u>g</u>	mo <u>s</u> s	o <u>n</u>	be <u>d</u>	bu <u>n</u> ch
ta <u>n</u>	mi <u>t</u> t	sp <u>o</u> t	be <u>g</u>	

visual-
auditory
discrimination



Have each list read by a different pupil. Have the rest of the class identify in way those words that do not belong in each list because the vowel sound is not the same as that in the key word.

Review with the pupils the generalization that when a word has only one vowel either at the beginning or in the middle, the vowel often represents the short sound.

2. Place the following sentences on the board and have them read. Pay attention to any difficulties pupils have with the underlined words.

- He had to bend the bush back to see the band.
- There is a bunch of grapes on the bench.
- I can do a trick with my truck.
- You must drive carefully in the mist.

Exercise

3. This exercise could be mimeographed for pupils, placed on the board, or repeated aloud by the teacher. Use the method which is most suitable for the specific needs of your group. In each list have the pupils circle (if the exercise is written) the words that fit the category.

- You would find it in the kitchen.
- You could eat it.
- Names of colors.
- You would find it in the bathroom.

a) cup	b) jam	c) red	d) tub
hog	rust	land	vet
dish	tent	black	glass
bed	apples	ran	sink
pot	cast	bunch	tap
pan	figs	cap	mist
lid	plums	tan	flap
nest	ham	gun	wind
tug	band	pink	mat
lamp	wind		past
sink	candy		brush

exceptions

4. Place the following lists on the board:

<u>u</u> (up)	<u>e</u> (end)	<u>i</u> (it)	<u>o</u> (on)
put	the	kind	roll
pull		mind	old
push		find	cold
truth		wild	told
Ruth		child	don't
		mild	

Tell the pupils that some words are different; that even though there is only one vowel letter in these words, it does not represent the short sound.

Either have each list read aloud by a pupil, *or* you read it aloud. Have pupils listen for the vowel sounds in the words. Then have the vowel letters underlined and the lists re-read.

using the
exceptions
sentences

Place the following on the board. Have the pupils note the words that follow the generalization and those that are exceptions. This exercise gives practice in a flexible approach.

Jim sits on the end of the bench.
The kind man will find the child.
Tim did not find the wild pig.
Don't go so fast or you will roll off.
It's cold and I don't know what to do.
We will push and pull to get Ruth up on the roof.

Independent Exercise

Practice Book

Use page 17.

Review—
el sounds

LESSON 10

1. List the following words on the board:

<u>a</u> te	<u>P</u> ete	<u>i</u> ce	<u>c</u> one	<u>u</u> se
grade	pen	swing	block	drum
ant	nest	five	bone	cube
plan	fell	ink	hot	bus
date	Eve	pie	doll	cute
hand	here	tire	stove	gun
came	shell	milk	hoe	thumb
age	Zeke	wipe	rose	tube

Have the pupils come to the board and (in each column) identify and circle the words that have the same long vowel sound as the word listed at the head of that column. Then have all the circled words read aloud.

substitute
vowels

2. List the following words on the board:

tame	make	sale	mane
time	mike	sole	mine
wake	ride	save	
woke	rode	pave	

Have the words read in pairs, the vowel letter underlined, and the change in meaning noted.

Have pupils substitute the vowels in parentheses in each of the following words. Then have the groups of words read aloud.

- (i, o) lane _____
- (a, o, u) mile _____
- (o, i) stale _____
- (u) tone _____
- (i) wade _____
- (o) cane _____
- (a) pine _____

applying
knowledge
of long
vowel sounds

3. Have the following paragraph read. Note any difficulties in identification of the underlined words.

One day Mike took his fishing pole and started down the lane. He sang a tune as he walked along. He came to the fence and walked a mile before he came to the lake. He sat down by a pine tree and started to fish.

Review—
long vowel
sounds

LESSON 11

1. List the following words on the board:

gate	slide	cube	brave
trade	smoke	fine	

Have pupils read a word and give one that rhymes with it.

rhyming words

Say the following. Ask pupils for answers. Use this pattern.

I rhyme with drove. You cook on me. (stove)

blade — You dig with me. (spade)

state — Your mother puts your food on me. (plate)

blame — I can burn you. (flame)

swipes — A skunk has them. (stripes)

spoke — It warns you of fire. (smoke)

flake — I slide through the grass. (snake)

lime — You can spend me. (dime)

mute — Most babies are. (cute)

If pupils need practice with visual discrimination, print the key word and the answer as given. Then have the pairs of words read.

scrimina-
g between
ong vowel
sounds

2. Place the following words on the board with blank spaces for vowel letters. Have pupils indicate or insert the correct letters for the words you dictate.

v__ne (vine)

s__me (same)

h__me (home)

l__ve (live)

w__de (wade)

tr__be (tribe)

r__ke (rake)

th__se (these)

Independent Exercise

tice Book

Use page 19.

Review—
e silent e
pattern
e silent e
pattern

LESSON 12

1. List the following pairs of words on the board:

not

cub

fin

fad

pet

note

cube

fine

fade

Pete

Have the pairs of words read. Note the change in vowel sound. Draw the attention of the pupils to the change in spelling of the word that has the long vowel sound.

2. Pronounce the following words. Have the pupils tell you if the vowel sound is long, or not. Develop two lists of words on the board — one for the words with the long vowel sound, and one for the other words.

stove

bride

have

skate

give

shave

live

bone

blade

rule

gone

done

plate

smoke

time

Pete

some

tube

hole

ate

love

vine

side

rude

Have the pupils note a final silent e on a word does not necessarily indicate a vowel sound in that word. Remind them that they must check their pronunciation of word to make sure it makes sense in the sentence.

Exercise

3. Write the following sentences on the board. Have pupils underline the words in they see a final e.

Have each sentence read and help the pupils with words with which they have difficulty.



Pay particular attention to the words that contain the letter u. Be sure that pupils do not confuse the long sound as in *use* (u) with the sound as in *rule* (ü).

- a) Have you ever seen a blue whale?
- b) Make the mule move away from the fence.
- c) There is an axe in the crate.
- d) The bride would love to dance.
- e) Paste the flute on the paper with the frame around it.
- f) What have you done with my shoe?
- g) Give me a spade to dig this hole.

Independent Exercise

Practice Book

Use page 20.

Review—
diphthongs
ou, ow

LESSON 13

ou and ow
can represent
the same sound

1. Print the diphthongs ou, ow, on the board. Write the following sentences on the board. Ask the pupils to:

- underline words having one of the diphthongs;
- read the sentences;
- identify the underlined words.

- a) The brown dog growled at the owl.
- b) The scout saw a mouse outside the house.
- c) The clown made a loud sound as he came into town.

Have pupils note that the letters ou and ow can represent the same sound.

distinguishing
ow as in *cow*
ow as in *grow*

2. On the board print these clues to pronunciation:

- ow as in *cow*
- ow as in *grow*

Place the following sentences on the board:

- a) The girl with the bow in her hair made a deep bow.
- b) The boys in the second row had a big row.
- c) The sow got into the wheat that father sowed.
- d) First you mow the hay and then you put it in your haymow.
- e) I know it now.

sentence
sense"

Have pupils underline the two words in each sentence that are alike in spelling. Have the first sentence read aloud. Have pupils note the difference in pronunciation of the two underlined words and decide how they knew which pronunciation was correct. Continue in a similar manner with the other sentences.

Remind pupils that when they see an unfamiliar word with ow in it, they must try both sounds to see which makes a word that fits the context.

ceptions

3. Print on the board:

you
your
four
soul

a) Can you bring four hats to your school?

b) Old King Cole was a merry old soul.

Have pupils underline words in which they see the diphthong ou. Discuss the variation in pronunciation and the need to depend upon context and sentence sense in determining the correct pronunciation.

t the end
f familiar
-syllable
words

4. List the following selections on the chalkboard, or have them mimeographed.

a) I follow my shadow as close as I can.

A funny fellow is he!

No matter how close I get to him.

He's always ahead of me!

b) Below my window I can see
the pretty yellow willow tree.

c) I make a pillow with my arms
And lie down on the grass.
Then I can look into the brook
And watch the minnows pass.

Have the ow words underlined, and identified. Have the selections read aloud.

Exercise

Mimeograph the sentences and the words below. Tell the pupils to find a word in the list that rhymes with the underlined word in each sentence. Have them complete the sentence by writing in the word.

a) See the black crow against the white _____.

b) I can crouch under the _____.

c) I can go down into the _____.

d) How many fours are there on _____?

e) What a funny clown! He wears a gold _____.

crown

couch

town

snow

loud

yours

Independent Exercise

ice Book

Use page 22.

Review—
diphthongs
oi, oy

LESSON 14

1. List the following words on the board:

<u>toy</u>	<u>oil</u>	<u>pointer</u>
boy	soil	choice
oyster	noise	voice
Joyce	moist	

Have the pupils find the common elements in each column and read the *first* v each column.

Ask the following questions. In answer have the pupils find the correct word board and underline the oy or oi letters in it.

- Which word is a girl's name?
- Which word means damp or wet?
- Which word means you can choose?
- Which word is the same as earth?
- Which word is something we all have?
- What do we make if we shout with our voices?
- Which word is a shellfish?
- Which word is something the teacher uses in school?

Exercise

2. This paragraph can be placed on the board, or mimeographed.

The teacher pointed to Roy. "There's too much noise, boys!" she said in a voice. "We can't enjoy our story when it's noisy. You can have a choice. Get to or join the other boys who are staying after school!"

Ask the following questions. Have the pupils:

- answer in phrases or sentences as written in the paragraph;
- underline their answer;
- on completion of the exercise read the whole paragraph aloud.

- What did the teacher do?
- What did she say?
- How did she say it?
- What reason did she give for her action?
- When was it impossible to enjoy the story?
- What solution did she propose?
- What was the choice?

Independent Exercise

LESSON 15

oo, ee

1. Write the following sentences on the board:

All weeds have seeds.
The goose got loose.
This is good wood.
The sheep are asleep.
See the bee.
Look at the book.
The pool is very cool.
The sheet covers my feet.
My balloon is round as the moon.
Feel my sore heel.

Have the pupils:

- underline words in which they see either the oo or ee combinations;
- read each sentence aloud.

When all the sentences have been read, have the pupils mark them as follows:

Put an X in front of those sentences in which there are words that contain the letters ee.

Put a *check mark* in front of those sentences in which there are words that have the vowel sound as in *stool*.

Put a *dash* in front of those sentences in which there are words that have the vowel sound as in *book*.

Have the pupils note that:

- the vowel combination ee usually represents the long e sound;
- the vowel combination oo represents two sounds and therefore when pupils see an unfamiliar word with the letters oo, they must try both sounds to find the pronunciation that fits the context.

Application

2. Have pupils circle the correct answers.

a) Which would you find in the kitchen?

creep, cheese, broom, moon, food, spoon, stool

b) Which would you find in your yard?

sheets, weeds, trees, brook, roots, breeze, queen

c) Which would father work with?

wood, tools, food, brook, heels, weeds, books

d) Which would mother work with?

wool, balloon, spoon, cookbook, sheep, beets

Discuss the answers. Have the words identified. Where there are two possible pronunciations ask a pupil to say the word aloud using both, and then to decide upon the correct one.

exceptions
to the usual
sounds
represented
by oo

3. Put the following on the board:

- a) Shut the door.
- b) Sit on the floor.
- c) Rain can make a flood.
- d) You see blood from a cut.

Have pupils underline the oo words, read the sentences aloud, and discuss the variation in pronunciation. Caution pupils that they can't depend absolutely upon the common sounds represented by oo as in *look* and *moon*, but must remember words in which the vowel sound is different.

Exercise
oo

4. Should some pupils still experience difficulty, additional sentences may be used for practice. Have the pupils find the oo words and give the correct pronunciation.

- a) Mother got her cookbook and took a long look.
- b) It will soon be noon and the children will come home from school.
- c) What will I choose? Something hot or something cool?
- d) The farmer took his gun off the hook and went out of the room.
- e) Down to the brook to shoot a wild goose went he.
- f) He stood in a pool in his big rubber boots.
- g) In the cool moonlight from the woods came a goose.
- h) I can't shoot that goose. I will let it stay loose.

Independent Exercise
Use page 29.

Practice Book

Vowels—
r controlled,
ir, ur, er

LESSON 16

1. Say the following pairs of words.

bid	bun	gill	gem	fist	cut	hut
bird	burn	girl	germ	first	curt	hurt

Have the pupils listen for the difference. Print the words on the board in pairs. Have the pupils note the difference in spelling and arrive at the conclusion that when we see the letter r after a vowel, we know that the sound represented by the vowel will be different than either the short or long sounds.

2. List the following words in columns.

fir	burn	her	other
sir	curl	jerk	father
girl	nurse	herd	mother
dirt	spur	germs	summer
bird	hurry	clerk	letter

Have the pupils:

- read the first column of words;
- identify the common sound in each word;
- circle the ir in each word.

Follow the same procedure with the other three columns of words.

Have the pupils:

- close their eyes and listen as you read the lists of words across the rows;
- identify the sound common to all the words;
- look at the words;
- identify the letters that represent the common sound in the words;
- discover that e, i, and u followed by r represent the same sound.

long vowel
sound
followed by
r

3. Write the following on the board:

cue	fie
cure	fire

Have the pairs of words read. Note that the long vowel sound is heard even when vowel is followed by an r-sound.

Write the following on the board:

sir	fir	her	cur
sire	fire	here	cure

Have the pupils:

- read the pairs of words;
- discuss the differences in pronunciation;
- state the reason for the differences.

in context

4. Use the following sentences to reinforce the learning.

I called her to come here.
There is a fire in the fir tree.
A tire gets dirty.
A nurse will cure you.
I'm sure it's my purse.
I'll hire a girl to help.

exceptions

5. Print these sentences on the board:

The ferry boat crossed the lake here.
There were many people where I was.

Have the pupils:

- underline the words in which they see the letters er;
- note the variation in pronunciation.

Vowels—
r controlled,
ar, or

LESSON 17

Visual-
auditory
perception
of ar

1. Say the following pairs of words:

cat	tat	shot	lad
cart	tart	short	lard

Have the pupils listen for the differences. Print the words on the board in pairs. Have the pupils note the effect of the letter r on the vowel sound.

2. Write on the board: *churn birth germs*

Pronounce each. Have the pupils identify the three different letter combinations that produce the same medial sound.

Pronounce the following words:

sharp	harm
mark	card

Have the pupils:

- identify the sound that is common to all these words;
- listen again as you say *churn, birth, germ* and observe the difference in the medial sounds of these words and those in the list above.

ar in
initial,
medial,
final
positions

3. Print the following words on the board.

army	car	market
art	far	bark
archer	bar	card
	star	mark
		sharp

Have the pupils:

- read the list;
- underline the ar in each word;
- note its position in each word.

Visual-
auditory
perception
of or

words

4. Use the following words in a manner similar to that for the ar-sound.

order	for	horn	short
fork	or	nor	porch
Norm	pork	form	forty
born	forget		

Exercise

5. Have the following paragraph read:

Mark was visiting on his uncle's farm. Early every morning he went out to the barn to help with the chores. Sometimes Uncle Norm let him ride the old brown work horse around the orchard.

exceptions

6. a) The army marched to *war*.
 b) The sun made his arm too *warm*.
 c) The archer shot an *arrow*.
 d) The door is too *narrow*.
 e) I carry arrows for my *bow*.

Independent Exercise

actice Book

Use page 34.

ar and or
 followed by e
-ar, -are

LESSON 18

1. List the following words on the board:

bar car far spar scar

Have them read aloud. Have the ar underlined. Then add the letter e to each word, and have the list read aloud. Ask what effect the addition of the e has had on the pronunciation of the word. (Long vowel sound as in *cake*, *fade*, etc.)

List the following words and have them read aloud:

hare careful rare pare
 mare snare share glare

exception
 are

Put this sentence on the board.

Hares *are* scared of snares.

Have it read and the exception noted. Pupils will be so familiar with the word *are* now that no further mention need be made of this exception.

-or, -ore

2. List the following words on the board:

for fore fort sore sort more store port

Read the list while pupils listen for the sound represented by the letters or. They should discover that ore represents the same sound as or.

Put this sentence on the board. Have it read and note the or and ore words and their pronunciation.

There are *more stores* where we can look for *forks*.

-ar, -are,
-ore

Put the following sets of words on the board and have the pupils:

- read them aloud;
- note the changes in pronunciation.

car	care	core	
scar	scare	score	
far	fare	for	fore
par	pare	pore	
mar	mare	more	
spar	spare	spore	
star	stare	store	

Independent Exercise

Practice Book

Use page 36.

Special
consonant
combinations
-ng, nk

LESSON 19

1. Place the following lists of words on the board:

big	bing
wig	wing
rig	ring
dig	ding
pig	ping

Have the pupils:

- read both columns aloud;
- listen for the difference in pronunciation;
- look for the difference in the printed words;
- realize that the letter n in each case represents a change in pronunciation;
- read the words in pairs - *big...bing*, etc.



Caution the pupils to look carefully at words when reading so that they will not miss the letter n because it makes so much difference in pronunciation and in spelling.

exceptions

Print on the board:

finger -I have a ring on my *finger*.
linger -Do not *linger* at the playground.

Have the pupils:

- listen while you read the sentences;
- identify the ing words;
- underline them;
- repeat them;
- note the change in the g-sound in these two words.

-nk

2. Have the following groups of words pronounced:

wing	sting	bring	ping	sling
wick	stick	brick	pick	slick
wink	stink	brink	pink	slink

Note the changes in sound. Note particularly that the sound spelled by the letters -nk incorporated the -ng sound. (Dictionary spelling for pronunciation of these words is: *wingk, stinkk, bringk, pingk, slinkk*.)

Exercise

3. Have the pupils read the following sentences, and underline the words containing -nk and -ng.

- a) The children made a ring around the girl in the pink dress.
 - b) When I skated across the rink, I spread out my arms like wings.
 - c) Bring me that bottle of ink, please.
 - d) You must not drink water from that spring.
-

Consonants
-nk and -ng
with vowels

LESSON 20

a, i, o, u

1. Print the vowels i, a, u, and o across the top of the board. Write the word *sing* under the i. Ask pupils to substitute each of the other vowels in the word *sing*. Write the new words *sang*, *sung*, *song* in the appropriate columns.

Use the following words in the same manner, writing all the new words that are possible under the appropriate letter.

cling	bing	sting	ping
ring	ding	sling	
string	swing	thing	



These lists of words provide an example for the pupils of the tremendous word power which can be theirs through knowledge of the vowel sounds, combined with careful listening and looking when spelling and reading.

exceptions

2. Place the following sentences on the board:

He was very hungry.
Make your story longer.
Another name for a bracelet is a bangle.
I will change my shoes now.
You plunge into the water when you dive.
A lion lived in the jungle.

Ask pupils to look and listen while you read each sentence. Have the -ng word repeated and circled. Have pupils note the differences in pronunciation, and the position in the words of the letters -ng.

Exercise

3. Pupils are to:

- read the story;
- find the -ng words;
- list them in four separate columns, ing, ang, ong, and ung.
Discuss errors and correct them.

There was a bang at the door. Then the doorbell rang, "Ding-a-Ling!" A gang of boys stood outside. "We want to come in and play ping-pong!" they said. "It's a long time since we've had a game." "Come in and hang your coats up," said Tom. "There are hangers in the hall." Most of the boys hung their coats up, but Joe flung his on a chair. "Aren't you strong enough to lift the hanger?" teased Tom. "No, I'm hungry," said Joe. "Maybe I'll be stronger if you bring me a sandwich."

consonants
-nk with
vowels
a, i, o, u

4. Similar exercises could be used with -nk. The following words are suggested:

bunk	sunk	hunk	think
bank	sank	honk	thank
clink	rink	plink	
clank	rank	plank	

Independent Exercise

Practice Book

Use page 41.

Consonant c
represents
two sounds

LESSON 21

1. Put the following on the board:

- a) I sent Carl to the store.
- b) He had a cent to spend.
- c) He wanted ice-cream.
- d) But it cost too much.
- e) So he bought candy.

Ask the pupils to read the sentences silently. Then have the first two sentences read aloud and the two words that sound alike underlined. Print *sent*, *cent* on the board. Pupils discover that the c represents the s-sound in *cent*.

Print:

Carl (k-sound)
cent (s-sound)

Carl had a cent.

Have the pupils note the two sounds represented by c in *Carl*, *cent*. Have sentence c) read aloud. Ask for words that have the letter c identified, and list the word in the correct column under the key words *Carl*, *cent*.

Proceed in a similar manner with the other sentences.

represents the
k-sound

2. List the following columns of words on the board:

come	magic	doctor
candy	music	factor
cart	plastic	actor
cold	picnic	
cup		
cow		
camp		
cut		
cupboard		

Have the pupils:

- listen as you read each column;
- decide whether the sound represented by c is that of k or s;
- in each word, underline the c together with the letter that follows it.

In the first column have the pupils generalize the c represents the k-sound when followed by the letters a, o, u.

In the second column the final c represents the k-sound.

In the third column the c in the middle position followed by another consonant represents the k-sound.

test the
generaliza-
tion

Test the generalization. Have the pupils:

- read the following sentences from the board;
 - check the sound represented by c;
 - note the vowel that follows it.
- He could not catch the cabbage butterfly.
 - There were seeds in the apple core.
 - The custard pudding was cool.
 - He drew a picture on his magic slate.

represents
sound when
followed by
owels e, i, y

3. List the following columns of words on the board. Have the pupils listen as you read each column.

acid	cinder	ice	ace
bicycle	circle	mice	face
bounce	circus	price	brace
process	cyclone	slice	Grace
except	celery	dice	Bruce

Ask which sound can be heard – the k-sound or the s-sound.

Have the letter c together with the letter that follows it underlined in each word. Have the pupils form the generalization:

The letter c represents the s-sound when followed by the letters e, i, y.

test the
generaliza-
tion

4. Have the pupils:

- read the following sentences from the board;
- underline each word with c in it;
- pronounce it;
- state how they decided which sound was represented by c.

- a) Bruce went to the grocery store for some celery.
- b) It is a long distance to the city.
- c) There is some cider in the cellar.
- d) The pencil was as sharp as an icicle.
- e) I need twice as much rice.

practice
with s and
k sounds
represented
by c

5. Put these sentences on the board:

One day a cyclone hit the circus.
All the animals came racing out of the circle.
The ones in cages bounced around.
The music kept playing.
Cinders and sawdust blew.
The clown with the cigar cut the ponies loose from the
post where they were tied.
There was action everywhere, but no panic.

Have the c words underlined. Consider one sentence at a time; work out the pronunciation of the words, referring to the generalizations. Note also that context, as usual, helps to provide clues.

Consonant g
represents
two sounds

LESSON 22

1. Put the following on the board:

Once there was a huge giant.
His name was George.
He lived in a pretty cottage.

Have the pupils listen and watch as you read the sentences. Then have each word that contains the letter g underlined. Take a sentence at a time and either have a pupil read the underlined words, or you read them while the class listens for the sound represented by the letter g in each word.

2. Print this on the board:

Jolly, jolly giant!
Jump, George, jump!
Jump, jolly George!

Have the pupils read it and listen for the j-sound repeated in each line.



Note that the letter g represents two sounds in English — the j-sound as in *giant*, and the g-sound as in *gate*. It is *inaccurate* to call these sounds *soft g* and *hard g*.

3. Print this on the board:

There was a big garden with a green gate.
Go to the green garden gate.

Have the pupils read the two lines and listen for the g-sound.

Print the following on the board:

go	dog	wagon
gun	hug	forget
get	eggs	piglet
gate	big	
gill		

Have the pupils:

- read the words;
- listen for the sound represented by g;
- underline the g plus the vowel letter that follows it.

Have the following sentences read aloud as the pupils listen for *the g-sound*.

Gilbert had gone to get his gun by the gate.
The big bug crawled over the bag in the wagon.

j-sound
in all
positions

4. List the following on the board:

giant	age	magic
George	huge	
gypsy	cottage	
germs	ginger	
gentle	urge	
gem		

Have the pupils:

- look at the words and listen as you read them;
- note *the j-sound*;
- underline the g and the letter that follows it;
- note that g usually represents *the j-sound* when followed by the letters e, i, y.

-dge
silent d

5. List on the board:

badge	edge	ridge	nudge
gadget	ledge	bridge	budge
	hedge		

Have the pupils:

- listen for the sound represented by g as you read the words;
- note the silent letter d.

Print on the board:

There was a high ledge above the river.
A boy fell over the edge of a cliff and landed there.
He was afraid to budge, but clung there.
A boy scout saw him from the bridge.
He got a badge for saving the boy's life.

Have the pupils:

- underline the words with -dge;
- decide on the pronunciation of the word;
- read the sentences.

Independent Exercise

Practice Book

Use page 43.

Review c, g **LESSON 23**

1. Place the list of words on the board and have the pupils choose one in answer to your question.

clown	cake	celery	ice cream
ice	circus	gypsy	giant
lace	garage	hinge	rice

- a) Which one can do magic?
- b) Which one is huge?
- c) Which would you find with a gate?
- d) Where would you go to get your car?
- e) Which would you carry in a bag?
- f) Which would go on a picnic?
- g) Which is soft and cold?
- h) Which is hard and cold?
- i) Which would you put on a dress?
- j) Which would be in a circus?

Exercise

2. Have the pupils read the following paragraphs (either from the board or mimeographed), and answer the questions.

George, the giant, was in a rage. His tiger cat, Carl, had escaped from the cage in the cellar of the castle. The cat had cut a hole in the edge of the cage and raced a

George climbed to the top of his castle. In the distance, he saw Carl slinking through the forest near the hunting camp. George took two huge steps, grabbed the cat by his tail, and dragged him back to the cellar.

- a) Why was the giant angry?
- b) How had the cat got away?
- c) Where was the cat when the giant saw him?
- d) How did the giant catch the cat?

Independent Exercise

Practice Book

Use page 47.

LESSON 24

1. Pronounce the following words. Have the pupils identify the long and short vowel sounds.

 visual-auditory
 perception

Write the words in three columns according to the vowel sound, a, o, o.

cot	coat	bat	flat	sock	cloak
soak	lad	cot	clack	boat	cat
rod	load	sack	clock	sack	foam

Read the first two columns. Have the pupils listen for the short vowel sound and note that the generalization that they have formulated about short vowel sounds applies to these words.

 Generalize
 the digraph
oa the first
 el represents
 the long sound
 and the second
 is silent.

2. Read the words in the o column guiding the pupils to:

- listen for the long vowel sound;
- note that in each word the vowel sound is represented by oa;
- form the generalization

Have the oa underlined in each word

Use as many of the following words as you think necessary and have the pupils:

- underline the vowel letters;
- read the words;
- explain how they knew which vowel sound to use;
- give a sentence using each word.

coast	goal	Joan	float	oats
boast	goat	loaf	moan	roast
coach	groan	loaves	oak	toast

3. Put the following words on the chalkboard:

exceptions

soar board hoarse roar

Have the pupils pronounce each and note that oa followed by r indicates the same sound as does or (ôr).

Under the first three words write:

sore bored horse

Have the pupils note that these words sound exactly the same as the first ones though they are spelled differently. You might point out that the different spellings have a purpose in indicating meaning to us. Have the pairs of words used in sentences to indicate the different meanings.

Repeat the above procedure with the following words:

road	coal	loan
rode	cole	lone

apply the
generalization

4. Have these chalkboard sentences read aloud. Have words with the long o sound underlined.

- a) There was a coal stove in the store.
- b) The stage coach was loaded with gold.
- c) He tore a hole in his cloak.
- d) The lion roared at the toad.
- e) Ron rode down the road in his hot rod.
- f) He got soaked when his oars fell out of the boat.
- g) John boasted that he could make toast from the old loaf.
- h) All the boys will groan if he does not make a goal.

Independent Exercise

Practice Book

Use page 52.

Vowel digraph **LESSON 25**
ay

Follow the steps outlined in Lesson 24 for:

- 1. visual-auditory perception;
- 2. forming the generalization;
- 3. noting the exceptions;
- 4. applying the generalization.

visual-auditory
perception

- 1. Use the following words:
(a, ā)

stand	trap	plate	gate	stay
bat	wag	plan	bat	bay
hay	way	play	gay	band

Generalize: At
the ends of words,
the long a sound
is usually represent-
ed by the letters ay.

- 2. Use as many of the following words as you think necessary:

day	highway	pay	pray
clay	holiday	pays	say
display	bluejay	player	sway
gray	maybe	playing	tray

exceptions

- 3. Have the pupils read the following sentences and note the pronunciation of the underlined words:

He says that he will not go.
The little girl said her prayer every night.

(Note: *always* may be an exception depending on the preferred pronunciation:
ol'wiz or *ol'wāz*)

apply the
generalization

- 4. Use the following sentences:

- a) He played in the spray from the hose.
- b) The sky was gray yesterday.
- c) You must always stay away from the water in the bay.
- d) I will pay for the food on my tray.
- e) We drove down the highway on our holiday.

LESSON 26

aiual-auditory
perception

Follow the steps outlined in Lesson 24.

1. Use the following words: (a, ā)

pad	jail	mane	can
paid	plane	man	bat
make	ham	pain	wait

Generalize
the digraph
ai, usually
a represents
the long vowel
and the i
is silent.

2. Use as many of the following words as you think necessary:

gain	grain	nail	rail
hail	laid	paid	raise
faith	maid	pail	strain
faint	mail	pain	tailor
explain	main	paint	trail

exceptions

3. Use the following sentences:

He said that he had made a sail boat.
 The chairs were in the aisle.
 The fairy has a new pair of shoes.
 My hair is brown.

use the
generalization

4. Suggested sentences:

- That train is part of a Canadian railway.
- The maid carried her pail home.
- Rain and hail fell on the window pane.
- The snail made a shiny trail in the grass.
- He had a pail of gray paint.
- The hen laid two eggs.
- The horses strained to get the wagon out of the mud.

variations in
spelling the
long a sound

You may wish to extend this lesson by having pupils compare words with ai with those using ay. Help them to notice that the long a sound is usually spelled ay when it comes at the end of a word. If the sound is in the middle of the word, it can be spelled ai, or a - e, and the different spellings represent different meanings.

Use the following words:

may	pay	pale	main	mail
made	pane	pail	mane	male
maid	pain			

Independent Exercise

Practice Book

Use page 54.

Because of the various sounds that are spelled with the vowel combination ea, the procedure in this lesson must vary. There is no very reliable generalization that enables a reader to identify the vowel sound in a word that is spelled with an ea. The context and the reader's recognition of words spoken, must be the final guides.

visual-auditory
perception

1. As you pronounce the following words, have the pupils identify the vowel sound: long e (ē), long a (ā), short e (e), or e controlled by r (er).
- List the words under the appropriate headings on the chalkboard. (The words below are grouped according to the vowel sound, but you will want to mix them up as you pronounce them.)

<u>ē</u>	<u>ā</u>	<u>e</u>	<u>er</u>
sea	break	leather	learn
meal	great	ready	early
leave	steak	bread	earth
peach		dead	heard
please		deaf	pearl
read		steady	
steam		read	
bead			
ear			
clear			
each			
heal			
speak			

generalize

Have the pupils note that the most common sound spelled by ea is ē, but this combination spells other sounds as well. We must, then, in reading, try the ē sound first; if this doesn't give a word that we recognize, we must try other sounds.

practice in
context

2. Have the pupils read the following sentences. Help them to try the various sounds spelled by ea, to get a word that fits the context.

That bird has a yellow *beak*.
I fell down and hurt my *head*.
I drew a red *heart* on my paper.
Can you *hear* that loud noise?
We picked the *beans* in the garden.
Clean your shoes before you come into the house.
In my *dream* I saw a fairy.
The bird has red *feathers*.
I like to *eat steak* for dinner.
I saw a *great* big dog.

ea as in *bear*

3. Have the pupils note yet another sound spelled by ea. Use the following sentences:
- a) He saw a brown *bear* in the zoo.
 - b) *Pears* grow on trees.
 - c) If you *wear* that dress, don't *tear* it, please.

Independent Exercise

Vowel a LESSON 28

followed by

l, u, w

Put these sentences (without the underlining) on the board. Have each group of sentences read. Underline the words and have them identified.

Have the pupils note:

- that a followed by w, u, l, or ll most often represents the short o sound;
- the exceptions: Hal, Pal, laughed, salmon.

a

1. As the man sat by his campfire, a black bear ran along the path.

aw

2. A hawk has sharp claws.
The fawn ran across the lawn.
His jaws opened when he yawned.

au

3. It was Paul's fault that she caught her foot in the fence.
His daughter will be six this autumn.
*He laughed out loud.

al

all

4. Walter has always been tall.
Salted walnuts taste good.
"Halt!" called (Hal).
(Pa) jumped over the wall with my ball.
*Salmon sandwiches are good.
-

Vowel a LESSON 29

followed by

l, u, w

Use the following exercise to give pupils practice in identifying words that have the vowel letter a followed by l, u, or w. The board or a mimeographed sheet could be used. Have the sentences read silently, the words with au, aw, or al combinations underlined, and then identified. Discuss the meanings of the words.

Exercise

1. Paul and Walter played on the see-saw.
2. The sheriff caught the outlaw.
3. The hawk swooped down on the lawn.
4. The old lady called for her shawl.
5. Is it true or false that a fawn is a baby deer?
6. The car ran into the wall.
7. It was the driver's fault.

Independent Exercise

Use page 59.

actice Book

y as a vowel
and as a
consonant

LESSON 30

Put these sentences on the board or have them mimeographed.

long e sound

1. Penny read a funny story about a happy kitten.
The farmers are ready for a rainy day.

long i sound

2. The shy kitten was trying to dry its paws.
A bird can fly up in the sky.
Why did you fry my fish?

consonant
sound in
initial
position

3. Yesterday a yellow dog ran into the yard.
He yipped when Mr. Yoe chased him out.
You could hear the yelping from over yonder in the canyon.

In each group of sentences have the pupils:

- read the sentences;
- underline the words containing y, and identify them;
- identify the sound represented by y.

Have the pupils consider all the groups of sentences and note that:

- if y is the first letter of a word, it is a consonant and represents a special sound.
- if y is the last letter in a word, it is a vowel and represents either the e or the i sound.

y as a
consonant
and as a
vowel

LESSON 31

Use the following exercise to give pupils practice in identifying the vowel and consonant sounds represented by y. The board or a mimeographed sheet could be used. Have the sentences read and the y words identified. Have pupils put the y words in the columns: y as a consonant, y represents e, y represents i.

Exercise

1. Will you play "I Spy" with me?
2. The baby bird will try to fly.
3. The yellow kitty yawned.
4. Yesterday I read a story about a sly fox.
5. Mary was happy to get a penny.
6. The day was gray and rainy.
7. The best hay grows in the canyon.

Independent Exercise

Practice Book

Use page 61.

Consonants gh

LESSON 32

- silent
- f sound
- g sound

Put these sentences on the board or have them mimeographed.

1. The sun was *high* in the sky.
2. The *light* is *bright* at *night*.
3. He *taught* his *daughter* to play golf.
4. I *thought* I *bought* size six.
5. What is your *neighbor's weight*?
6. The meat was *tough*.
7. Have you *enough* money?
8. You have a bad *cough*.
9. The baby *laughed*.
10. The *ghost* wore a white sheet.

Have the pupils:

- read each sentence;
- *discover* the sound represented by gh in each:
 - a) silent gh in sentences 1-5.
 - b) gh represents the f-sound in sentences 6-9.
 - c) gh represents the g-sound in sentence 10.
- circle the gh in each word.

Pupils should note that the pronunciation of igh words is regular, but that gh preceded by any other vowel letters can be highly irregular. In these cases, context must be used to provide clues to meaning and thus to pronunciation. Have the pupils pronounce the following words:

rough
though
through
bough
cough

Consonants gh

LESSON 33

- silent
- f sound
- g sound

Use the following exercise to give pupils an opportunity to practise identifying words containing the letters gh.

Exercise

1. If a road isn't smooth, it's (right, rough, cough).
2. If you're happy, you'll (laugh, light, launch).
3. When you have a cold, you may (cough, caught, tough).
4. A shoe hurts if it's too (taught, tight, might).
5. The boy had a black eye after the (right, sight, fight).
6. A girl is a (laundry, daughter, dawn).
7. The person who lives near you is your (neighbor, weight, ghost).
8. At eight o'clock, mother turned out the (light, night, might).

Have the pupils:

- read each sentence silently and choose the correct word for completing it;
- read the completed sentence aloud;
- identify orally all the words in the brackets.

Independent Exercise

Practice Book

Use page 64.

Consonants s and z
represent the z-
sound

LESSON 34

Have the pupils:

- read each sentence aloud;
- underline words having the z-sound;
- note that z in all positions represents the same sound;
- note that s representing the z-sound is never in the initial position;
- it is difficult to tell when s represents the z-sound.
(Pupils should test the pronunciation by saying the word orally.)

Exercise

1. Please, may I have some cheese?
2. It is easy to make a loud noise.
3. The breeze was freezing cold.
4. We visited the zebra in the zoo.
5. Sam will use his ball because it is the best.
6. I sneeze and wheeze when I have a cold.
7. The plane zoomed into the sky. Suddenly it made a zig-zag dive.
8. You are too lazy to win the prize.
9. What caused the leak in the hose?
10. I recognize him by his silver spurs.
11. You squeeze a lemon to get juice.
12. Your zipper is broken.

Consonant x
represents
ks and gz
sounds

LESSON 35

1. Use the following groups of sentences to help pupils to discover the importance of correct, clear pronunciation of each sound, so that the meanings of words will be clear.

Have the sentences read aloud. Discuss possible errors in similar words due to faulty enunciation.

- a) *Figs* are good to eat.
I will *fix* something to eat.
- b) *Tag* wags his tail.
There is a *tax* on *wax*.
Tacks are sharp.
- c) *Lux* is soap.
He had good *luck*.
He *lugs* the box into the shed.

presents the
sound of ks

presents the
sound of gz

2. Have the pupils identify the sound represented by x in *fix, tax, wax, lux*.

3. Have the following sentences read aloud.

Gordon got every example right on the exam.
He had exactly the same answers as Mr. Good.
Have you ever seen a sign with *Exit* on it?

Have the pupils identify the sound represented by x in *example, exam, exactly, exit*.

4. Have the pupils pronounce the following pairs of words to note the difference between the ks and the gz sounds as represented by x.

extra	explain	excuse	exercise	excellent
exam	example	exit	exactly	exhaust

Independent Exercise

Use pages 68, 69.

actice Book

Auditory
perception
of vowel
sounds in
words
preparatory
to teaching
syllables).

LESSON 36

1. Write the following words on the board:

sit	cab	set	long	fun
fine	tame	week	coat	cube

Have the words read and the vowel sound in each identified. Have the pupils note that in some of the words they see *two vowel letters* in the written word but hear only *one vowel sound* in the spoken word.

2. Pronounce the following words. Have the pupils listen and tell whether they hear one vowel sound or two. In the case of a one syllable word, ask what vowel sound they heard; in the case of a two syllable word, ask what vowel sound they heard in the first part of the word and in the second part of the word.

penny	decide	basket	head
visit	finish	own	closely
plenty	help	coffee	swim
creek	shadow	led	meadow
baboon	step	explain	top

3. Have each pupil pronounce his name. The pupil sitting next to him tells the number of of vowel sounds he heard. The next pupil identifies the vowel sounds. Other pupils listen and check the answer given.

Independent Exercise

Use page 71.

actice Book

Visual-
auditory
perception
of vowel
sounds and
syllables
Introduction
of the word
syllable

LESSON 37

1. Pronounce the following words and have pupils identify the vowel sounds heard.

ten	sign	told	see	try	clock
cub	sit	fuse	tap	late	

2. Have the pupils listen to the following words, and (a) tell how many vowel sounds they hear; (b) identify the vowel sounds.

like	slowly	guess	fish
express	snap	excite	near
mind	window	day	fifteen
lady	moss	untie	seal
locking	happy	pond	finish

3. Write the above words on the board. Have each pronounced vowel underlined. (Do not attempt to divide the words into syllables.)

syllable

4. Tell the pupils that each *word* or *part of a word* in which we hear one vowel sound is called a *syllable*. Write the word *syllable* on the board.

5. Pronounce the following words. Ask pupils to tell the *number of syllables* in each word.

home	children	read
program	five	begin
secret	decide	sun

Independent Exercise

Practice Book

Use page 72.

Auditory
perception
of syllables

LESSON 38

1. Write these words on the board:

not	sit	but	hand
get	go	me	ten

Pupils:

- pronounce each word;
- underline the vowel letter;
- tell what vowel sound they hear.

2. Write:

keep	tie	see	hide
read	game	rain	boat

Pupils:

- pronounce each word;
- underline the vowel letters that represent a sound heard;
- tell what vowel sound they hear.

Note that though there are two vowel letters in these written words, only *one* vowel sound is heard when the word is spoken. Pupils should underline as follows: keep, tie, read, and so on.

3. Comment that there is at least one vowel letter and one vowel sound in each word in our language.

4. Comment that some words have more than one vowel sound. Pupils listen as you pronounce:

but	light
butter	lightning
rain	pen
rainy	pencil

and note that in each pair, the first word had one vowel sound, the second had two.

5. Pupils listen as you pronounce the pairs of words again and tap out the syllables. In tapping the two syllable words, tap harder for the accented syllable.

6. Pupils pronounce the words and tap out the syllables.

7. Review the term "syllable." Define it as a word or a part of a word in which *we hear one vowel sound*.

8. Pronounce the following words:

run	ladder	carpet	can
winter	plant	rush	ribbon
cloudy	clock	water	slipper

Pupils:

- listen for the vowel sound in each;
- pronounce the word and tap out the syllables;
- tell how many syllables were in the word.

Independent Exercise

Use page 76.

ctice Book

Auditory
perception
of syllables

LESSON 39

1. Review the meaning of the word *syllable*.

2. Pronounce:

come	made	find	taste
set	cute	me	went

Pupils:

- identify the vowel sound;
- recognize that each word has only one syllable.

3. Pronounce:

fairy	secret	yellow
sudden	music	winter

Pupils:

- identify the vowel sounds in each;
- pronounce the word and tap out the syllables;
- recognize that each word has two syllables.

4. Write the following known words:

until	picnic	began	dinner
baby	garden	window	open

Pupils:

- underline each vowel letter;
- pronounce the word and tap out the syllables;
- state the number of syllables in each.

Independent Exercise

Practice Book

Use page 77.

Visual-auditory
perception of
syllables

LESSON 40



Do not proceed with the *visual*-auditory perception of syllables until your pupil mastered the auditory perception of syllables. If necessary supplement the lessons previously outlined with further exercises of a similar nature.

1. Write:

hand	go
summer	until
sister	break

Pupils:

- identify the vowel sound(s) in each;
- state the number of syllables in each;
- pronounce the word and tap out the syllables.

2. Write the two-syllable words in a column leaving a small space between the syllables. Comment that this shows that there are two syllables.

Pupils read the words thus divided. (Do not allow exaggerated pronunciation.)

3. Write:

run	me
get	so
sand	he
hit	go
not	

Pupils identify the vowel sound in each.

Review briefly the generalizations that:

- (1) a single vowel letter followed by a consonant usually stands for the short vowel sound;
- (2) a single vowel sound at the end of a word usually stands for the long vowel sound.

4. Write:

sup per	la zy
ham mer	pi lot
sil ver	se cret
sis ter	ba by
pen cil	stu pid

Pupils:

- pronounce the words;
- identify the vowel sound in the first syllable;
- note the position of the vowel letter in the first syllable;
- recognize that the generalizations that apply to vowel sounds in one syllable words, apply to vowel sounds in a syllable.



Note that the generalization regarding vowels is applicable only to *accented* syllables; the vowel sound in an unaccented syllable is usually the schwa sound (ə). Accent and the schwa will be taught in Level Five. These lessons on syllables are merely an introduction to the problem of multisyllabic words.

5. Write:

hap pen	ti ger
bot tom	gro cer

Pupils:

- identify the vowel sound of the first syllable;
- pronounce the word.

Independent Exercise

actice Book

Use page 79.

al-auditory
reception of
syllables

LESSON 41

1. Review the generalization that a single vowel followed by a consonant usually represents the short vowel sound.

2. Write:

sister	winter
pencil	letter
butter	puppy
button	ladder

Pupils:

- tell whether the first vowel sound is long or short;
- note that the first syllable probably ends with a consonant;
- note that two consonants follow the first vowel.

3. Rewrite the words, dividing them into syllables.

Have the pupils study the examples and note that when the first vowel letter is followed by two consonants, the first of the two consonants usually goes with the first syllable and the second consonant begins the second syllable.

4. Have the pupils:

- pronounce each of the following;
- tap out the syllables;
- divide each into syllables.

biggest	dentist
number	corner
person	sentry
rabbit	kitten
dinner	basket

Independent Exercise

Practice Book

Use page 80.

Consonant
combination ph
visual-auditory
perception

LESSON 42

1. Say the following words and have the pupils listen for the initial sound in each

fan, phone, photograph, forest

List the words on the board.

Have the pupils:

- read the list;
- circle the consonants that represent *the f-sound*;
- note that ph represents *the f-sound* in both the initial and final positions

form the
generalization
“ph represents
the f-sound”

2. Have the pupils use this information to figure out the pronunciation of the following words:

test the
generalization

elephant	telegraph
phrase	paragraph
nephew	Phil
orphan	physical

Discuss the meanings of these words with the pupils.

apply the
generalization

3. Have the pupils:

- read each sentence listed below;
- select from the list on page 274 a word for each blank space;
- read the completed sentence aloud.

- a) I have a niece called Phyllis and a _____ called _____.
- b) An _____ is a child whose parents have died.
- c) A telegram is a message sent by _____.
- d) A _____ is a group of words that is part of a sentence.

Write the poem "Eletelephony" on the board.

Explain to the pupils that this is a nonsense poem that uses many words with the letters ph in them. Have the words with ph identified. Read the poem to the class. Have some of the pupils read it.

ELETELEPHONY

Once there was an elephant,
Who tried to use the telephant—
No! no! I mean an elephone
Who tried to use the telephone—
(Dear me! I am not certain quite
That even now I've got it right.)
Howe'er it was he got his trunk
Entangled in the telephunk,
The more he tried to get it free,
The louder buzzed the telephee—
(I fear I'd better drop the song
Of elephop and telephong!)

Laura E. Richards

Independent Exercise

Practice Book

Use page 82.

Consonant
variation ph

LESSON 43

Use the following sentences, on the board or on mimeographed sheets, to give pupils practice in identifying the sound represented by ph correctly. Have the pupils:

- read each sentence aloud;
- list all the words that have the f-sound;
- note the various consonants that represent this sound.

1. Fred laughed at the old photograph of his friends.
2. You can send a telegram by phoning a message to the telegraph office.
3. Phil and Phyllis had to have physical examinations before they could start to school.
4. Baby elephant became an orphan when his mother and father were both killed.
5. My nephew likes to hunt pheasants in the fall.

Independent Exercise

Practice Book

Use page 83.

Consonants—
silent l and k

LESSON 44

l followed by k

1. Write this sentence on the board:

While he was talking he walked to his desk and picked up a piece of chalk.

Have the pupils

- read the sentence from the board;
- note the underlined words;
- find the silent letter in each;
- put a line through the silent letter.

Put this sentence on the board:

She talked about her new silk dress.

Have the pupils:

- read the sentence;
- note the pronunciation of the underlined words;
- discover that in the lk combination the l is not always silent.

2. Follow the procedure outlined above using these sentences:

l followed by m

- a) The salmon swam in the calm water.
- b) They saw a film of how salmon is canned.

l followed by f

- c) Half the folks just watched.
- d) They played golf for half a day.

3. Place these sentences on the board:

k followed by n

- a) I know that he will say, "No," but I will ask him.
- b) The knight's horse was as black as night.
- c) I cannot untie the knot.
- d) Tom knew the new boy in our class.

Have the pupils:

- read each sentence;
- note the pronunciation of the underlined word;
- put a line through the silent letter in each underlined word;
- circle the word that sounds the same as the underlined word;
- compare spelling and meaning of the two words.

Have the pupils note that different spellings of words that sound the same often help us to identify the meaning.

LESSON 45

1. Follow the procedure outline for the “silent k” in lesson 44.

Use these sentences.

- a) Can you write the right answer?
- b) She caught her finger in the wringer of the washing machine. Her ring was bent.
- c) They dumped whole stones into the big hole.
- d) She wrapped the book up and then rapped on my door.

followed by
r or h

Put the following sentences on the board.

Have the pupils:

- read each sentence;
- read the words in parenthesis;
- choose the correct word for the blank;
- identify the silent letters;
- reread the complete sentence.

- a) The whale _____ the little boat.
(wrote, wrist, wrecked)
- b) A _____ is made of flowers.
(wring, wreath, wrench)
- c) He bought a new _____.
(wrist-watch, wreck, wrap)

b followed
by m

2. Follow the procedure used for “silent k” in Lesson 44.

Use these sentences.

- a) A lamb can not climb a tree.
- b) You brush crumbs off the table but you don't comb them off.

Write the following sentences on the board.

Have the pupils:

- read each sentence;
 - underline the words that have a “silent b”;
 - list the words that are somewhat similar to those underlined and note the difference in pronunciation, for example, *thumb*, *thump*.
- a) Thump! went the box on his thumb.
 - b) Mary lit the lamp and went to look for the lamb.
 - c) The cookie crumbled into many crumbs.
 - d) The cat limped as he climbed down from the high limb.

Independent Exercise

Use page 86.

Vowel digraphs **LESSON 46**
ie, ei

1. Put these sentences on the board.

ie

- a) The thief was hiding in the field.
The Indian chief looked very fierce.
His niece had a piece of pie.
- b) His friend got into a lot of mischief.
- c) Water comes out through the holes in a sieve when you're washing vegetables in it.

ei

- a) I want either an ice-cream cone or a hot-dog.
- b) He pulled on the reins and the horse stopped.
- c) My neighbor's sleigh weighs eight pounds.

In each group of sentences have the pupils:
— underline the words containing the vowel digraph written above the sentences;
— read the sentences aloud;
— identify the vowel sounds as follows:

<u>ie</u> (ē)	<u>ie</u> (i)	<u>ie</u> (e)
thief	mischief	friend
field	sieve	
chief		
fierce		
niece		
piece		
<u>ie</u> (ī)	<u>ei</u> (ē)	<u>ei</u> (ā)
pie	either	eight
	ceiling	sleigh
		neighbor
		weighs
		reins

Have the pupils consider all the groups of words and note:
— the most common sound represented by ie is the long e sound;
— the most common sound represented by ei is the long a sound.



BUT both digraphs represent more than one sound and thus, we must try more than one pronunciation and use the context to identify the correct word.

Vowel digraphs **LESSON 47**
ie, ei

Use the following exercise to give pupils practice in identifying words having the vowel digraphs ie and ei. Stress the importance of trial and error, with the final check being "sense in the sentence."

1. The reindeer pulled the sleigh across the field.
2. I believe the thief seized the money bags.
3. The chief of police used a piece of steel for a shield from the bullets.
4. The fight was fierce but brief.
5. He received eight dollars for a reward.
6. His friend couldn't get into mischief because he was in jail.

You may wish to refer to the possible sounds represented by ie and ei using the key words "piece, friend, mischief, sieve, either, eight."

Have the pupils:

- read each sentence;
- discuss and correct errors in pronunciation;
- list the ie and ei words in columns according to the vowel sound.

Independent Exercise

Use page 88.

actice Book

Review—
vowel digraphs
, ai, ea, ie,
and ei

LESSON 48

Put the following sentences on the board or mimeograph them.

ei

1. The ceiling was eight feet high.

ie

2. His friend got into mischief playing with a piece of wood.

ay

3. He always played in the hay loft.

ai

4. He said he would sail even if it rained.

oa

5. He got the oars from the cupboard and loaded them into the boat.

ea

6. Early one morning Earl went seal hunting. His heart beat fast as he heard a bear break the ice with his paw.

These sentences contain examples of the various pronunciations of the vowel digraphs.

Have the pupils:

- underline the word containing the vowel digraph;
- read the sentence;
- identify the sound represented by the vowel digraph.

Discuss errors and have them corrected. Emphasize the use of context and “see” in determining the correct pronunciation.

Independent Exercise

Practice Book

Use page 95.

y as a consonant
and as a vowel

LESSON 49

Put the following sentences on the board or have them mimeographed.

- a) The pretty kitty jumped at the ball of yellow yarn.
- b) The sky is drippy on a rainy day.
- c) “Why are you crying, my young man?” asked the lady.

1. List the following words:

yell, yes, your, yard

Have the pupils:

- read the words;
- identify the consonant sound of the letter y;
- note the position of the y;
- find and list the words from the sentences in which the y represents the sound.

2. Follow the same procedure with each of these lists:

penny, funny, ready, marry

y represents
the long e
sound

y represents
the long i
sound

why, fly, dry, type

3. Have each list of words read aloud.

Have the three sentences read aloud, and the sounds of y identified.

Independent Exercise

Practice Book

Use page 98.

Vowel a followed
by l, w, and u

LESSON 50

Put these sentences on the board or mimeograph them.

1. Paul has some good pals.
2. The class looked at the bird's claws.
3. Nan spilled the salt when she sat down.
4. As Dan halted, he took off his hat.
5. It is her own fault that she is fat.
6. The helicopter landed on the lawn.
7. Sam laughed when he saw the clown.

note the
variation in
the sound
represented
by a

Have the pupils:

- underline all words that have a letter a;
- identify the words;
- list the words in columns according to vowel sound: a or o;
- have each list of words read;
- note the letters that follow the a in the “o column”;
- mention the exceptions “laughed” and “pals”;
- read each sentence correctly.

Independent Exercise

Practice Book

Use page 99.

Visual-auditory
perception of
syllables

LESSON 51

1. Write:

week	answer	cave
again	call	slowly

Have the pupils:

- identify the vowel sound(s) in each;
- state the number of syllables in each;
- pronounce each word and tap out the syllables

2. Review the meaning of the word “syllable.”

3. Write:

whisper	carpet	tractor
ladder	wonder	penny

Have the pupils:

- identify the first vowel sound;
- note the two consonants that follow it;
- pronounce each word and tap out the syllables.

4. Rewrite the above words, dividing them into syllables.

Have the pupils study the examples and recall the generalization that when the first vowel letter is followed by two consonants, the first of the two consonants usually goes with the first syllable and the second consonant begins the second syllable.

5. Write:

butter	carton	arrow
elbow	hammer	candy

Have the pupils:

- pronounce each of the words;
- tap out the syllables;
- divide each into syllables.

LESSON 52

1. Review the generalizations that:

- (1) a single vowel in a word or syllable, followed by a consonant, usually represents the short vowel sound;
- (2) a single vowel at the end of a word or syllable usually represents the long vowel sound.

2. Write:

ladder	dentist
scamper	lantern
victim	under

Have the pupils:

- tell whether the first vowel sound is long or short;
- note that the first syllable probably ends with a consonant;
- recall the generalization that when the first vowel letter is followed by two consonants, the first of the two consonants usually goes with the first syllable and the second consonant begins the second syllable;
- divide the words into syllables.

3. Write:

tiger	lady	pony
paper	pirate	grocer
spider	lazy	pilot

Have the pupils:

- pronounce the word and tap out the syllables;
- tell whether the first vowel sound is long or short;
- note that the first syllable probably ends with a vowel;
- note that one consonant follows the vowel.

4. Rewrite the words, dividing them into syllables.

5. Pupils study the examples and note that when the first vowel sound in a word is followed by a single consonant, that consonant usually begins the second syllable.

6. Write:

baby	icy	tiny
music	label	pupil

Have the pupils:

- pronounce each word and tap out the syllables;
- divide each word into syllables.

Independent Exercise

Practice Book

Use page 106.

LESSONS 53-58

knowledge
phonics to
identify words
in context

Throughout the lessons in phonics, the pages in the Practice Book, and the selections in *Out and Away*, you have encouraged your pupils to use their knowledge of phonics to identify unknown words. Here a series of six lessons is provided so that this skill can be checked, reinforced, and strengthened.

This series of lessons should serve a diagnostic function.

1. Areas of weakness can be determined. Extra lessons should then be provided in specific areas.
2. You may find that certain students need more practice, while others do not need to do all six lessons because they have already attained a high degree of skill in identifying new words.
3. Pupils who are hesitant to make an effort to identify words for fear of being wrong can be detected and encouraged to attempt to analyze unknown words.

Suggested
procedure

1. In each lesson have the pupils read the selection and underline all words that they do not recognize readily.
2. On the board list the words that have been underlined by the pupils.
3. Draw attention to certain words (such as those underlined in the selections following) and have the pupils identify them and tell how they identify them. *Help the pupils to use their knowledge of phonics to identify the words:*
 - a) by directing their attention to the different letters and combinations of letters in the word;
 - b) by using known words with similar sounds to assist them;
 - c) by considering the context, and choosing the pronunciation that makes sense in the context.
4. Have the pupils check their pronunciation for accuracy in the total story context.
5. Have the sentences read aloud.

variations in
procedure

You can vary your procedure in this series of six lessons in these ways:

1. Have a student choose a specific word from the list of difficulties encountered by the group. The student then explains to his classmates his method of identifying the word.
2. In some of the selections one digraph, blend, or silent letter is repeated in several words. When one word has been properly identified and the method discussed, have the remaining words identified and the sentences read aloud.
3. For pupils who experience no difficulty with the selections provided, more challenging puzzles or riddles could be placed on the board. These could be related to other subjects being studied, to current activities, or to pupils' interests.

These lessons, then, should be varied to meet the needs of each specific group of pupils with the aim of *increasing indepenence in reading through developing skill in using knowledge of phonics to identify words.*

LESSON 53

Pupils use
Practice Book
Page 108

PEACHES AND CREAM

There once lived an owl in an old apple tree,
Who loved to eat peaches and cream for his tea.
He had great big ears which he used when he flew
To hear the hens cackle and hear the cows moo.
The sun burned his eyes so he shut them and dozed,
And soon fell to the habit of keeping them closed.

At a quarter to four he would pucker his brow
And listen as hard as he could for a cow.
Then, taking a bucket, he'd fly right away
To get all the cream that he needed that day.
But as for the peaches, he hadn't a clue.
He never could find them, for peaches don't moo.

For the rest of the evening, he'd sit and he'd sigh,
With his bucket of cream and a tear in his eye.
"What good are big ears?" he'd complain with a sob.
"You need both eyes open to help with the job."
"But *my* eyes are closed as tight as a seam;
"I'll *never* find peaches to go with my cream."

In another old tree lived another old owl
Who spent every hour that he could on the prowl.
His great big round eyes were both open and bright.
He could see very well, most especially at night.
But his head was as round as a big, bouncing ball.
He was deaf as could be, having no ears at all.

Every day his beak watered for peaches and cream,
Every evening he'd rouse himself out of his dream
And take a large basket and fly to the west
To a beautiful orchard where peaches grew best.
But he never found cream; he just didn't know how.
For without any ears, he could not hear a cow.

Pupils use
Practice Book
Page 109

LESSON 54

All the rest of the night he would hoot and would groan
And grumble that peaches were no good alone.
"What's the use of eyes open?" he'd stamp both his feet.
"Unless I find cream, my dessert's not complete."
"I cannot hear cows though they moo 'til they're hoarse;
"With no ears at all, it's quite hopeless of course!"

One night as the sun had just started to bed
And little bright stars twinkled far overhead,
The owl with big ears took his bucket and flew
To a black-and-white cow that had started to moo.
As the tired old sun shed a faint rosy gleam,
He started for home with a bucket of cream.

At that very same moment, the owl with big eyes
 Was hurrying home with his half of the prize,
 When suddenly, out of the gathering gloom,
 Flew the owl with the bucket, and RATTLETY BOOM!
 The two owls collided with hoot and with scream,
 And were covered all over with peaches and cream.

"Please look where you're going," Eyes Open exclaimed.
 "I'm blind," replied big ears, "and not to be blamed.
 "You should listen with care so that when I fly near,
 "The clang of my bucket you're able to hear."
 Eyes Open replied, with a shake of his wing,
 "I'm sorry, I'm deaf — I do not hear a thing."

But when the two owls had their feathers in place,
 And each was removing the mess from his face,
 Big Ears smacked his beak with great hoots of delight,
 Eyes Open just shivered with joy at the sight.
 The impact had joined them in heavenly brew,
 And their dreams of fresh peaches and cream had come true.

Big Ears and Eyes Open now share the same tree.
 One hears very well, and the other can see.
 At sunset each evening they nod and they bow —
 One flies to the orchard, and one to the cow.
 And they feast every night to the utmost extreme
 On baskets of peaches and buckets of cream.

John Calam

Independent Exercise

Practice Book

Use pages 110, 111.

Pupils use
 Practice Book
 Page 119

LESSON 55

THE FURRY, PURRY KITTEN

The furry, purry kitten got into everything.
 He got into cupboards with the towels and the
 sheets. He got into the closets with the coats and
 the boots. He got into the drawers with the pyjamas
 and the shirts. He even got into the box with the
 cakes and buns.

"We have to do something about that kitten!"
 cried the people in the house.

The furry, purry kitten paid no attention to
 what the people in the house said. He just sat
 washing his face with his rough, pink tongue and
 his soft, gray paw.

When his face was clean enough, he looked
 around the room with his bright, green, kitten eyes.
 He padded down the hall to the dining room and
 looked around again.

When he saw a small opening in a cabinet
 he went over to take a closer look. Then he wiggled
 and squirmed until he was right inside. He curled
 up in a tight, gray ball, with his tail tucked in under
 his chin, and went to sleep between the glasses
 and the candlesticks.

"Somebody left the door of the china cabinet
 open," said the lady of the house, shutting it with
 her toe. The furry, purry kitten didn't hear her. He
 was sound asleep.

When he woke up, he yawned and stretched
 the way he always did, and his front feet tipped
 over the candlesticks while his back feet kicked
 over a glass.

"Look what that kitten has done now!" cried
 the lady of the house. The furry, purry kitten blinked

his green eyes and licked her hand with his pink tongue.

She smiled and tickled him under the chin. "Well, all right," she said, "you're forgiven. But don't do it again!" And she carried him to the chair by the window so he could snooze in the sun.

When the sun went behind a cloud, he jumped down from the chair and walked through the house, his fluffy gray tail sweeping the air. When he

reached the kitchen, he looked around and saw that the door of the refrigerator was open a wee bit. He hurried over to look inside.

But the lady of the house slammed the door and almost snipped off his whiskers. "Get out there," she cried.

The furry, purry kitten swished his fluffy gray tail and stalked out.

Lorrie McLaughlin

Pupils use **LESSON 56**
Practice Book
Page 121

THE GRATEFUL FISH

Once there lived in a far country a queer little mite of an old lady. She made her home in a syrup pitcher. Though a syrup pitcher may seem a very odd sort of home to us, it did very well for her.

Every day the little old lady took her basket on her arm and went to market. One day she met a man selling live fish for a shilling apiece. She chose a fine big fish, tucked him away in her basket, and started home.

Just as the old lady was crossing a small bridge over a creek, the fish poked his head out, and said in a wee small voice, "Old lady, please don't fry me in a pan and eat me for supper."

"But I paid a whole shilling for you," she said, "and if I don't eat you, I shall have nothing but bread for my supper."

Tears ran down the fish's face. "Oh, please throw me back in the creek," he said, "and maybe some day I can do you a favor."

Now, the queer little mite of an old lady had the tenderest heart in the world, so she threw the fish back into the creek. He swam out of sight, and the old lady had only bread for supper.

The next morning, as the little old lady was sweeping the steps, she saw a bright new piece of silver money in the dust. So she set out once

more for town, where she bought a fine piece of meat. On her way home she saw the same fish she had intended to have for supper the night before.

"Good evening, little old lady," he said politely.

"Good evening, Mr. Fish," she replied.

"Thank you for the silver piece you sent me."

"A thousand times welcome," said the fish. "Is there anything else I can do for you?"

The little mite of an old lady thought for a moment, then she said timidly, "Well, I do wish I had a nice little cottage to live in."

"Go on home," said the fish. "Perhaps I may get your wish."

And when the queer little mite of an old lady had crossed the bridge and rounded the turn in the road, there by the tree, where once had stood the old broken syrup pitcher, was the neatest little cottage in the world.

The queer little mite of an old lady was happy, and she lived there all the rest of her life.

RAT-A-TAT RATAPLAN

Flavia was the smallest witch of Spooky Coven, a cave in the dark forest. She stood before the head witch, Hagatha, clutching her white kitten Sibell, in her arms. Her head was bowed in shame.

"When will you ever learn the chants?" the old witch screeched. "How many times do I have to show you how to make a thunderstorm? Do you call this drizzle a storm?"

Gentle drops of rain shimmered down softly outside the cave.

"I forgot the words . . ."

"Forgot, forgot," Hagatha screamed. "I forgot how much trouble it is to break in a young witch. Now, listen carefully, again." Hagatha spread her scrawny arms and wriggled her long, bony fingers "Hogamy, dogamy, jigamy jolts, Thunder claps and lightning bolts."

White spears of lightning stabbed the sky. The thunder rolled and rumbled, then crashed like clanging cymbals in Flavia's ears.

"Now, *that* is a thunderstorm," Hagatha cackled with pleasure. "You try it."

Flavia bit her lip. She had forgotten the words already.

She stroked Sibell's soft fur and tried hard to remember.

"And put that white cat down," Hagatha screamed. "No wonder your spells won't work. A white cat is bad luck."

Flavia sighed and placed Sibell gently on the ground. She spread her chubby arms out wide. Then she waved them five times.

"Mizzle, fizzle, sizzle, Let the rain drops drizzle."

"No, no, no!" Hagatha's face purpled with fury. "I should have fed you to the wolves when I found you wandering in the forest. Now I'm late for the midnight Halloween haunt. While I'm gone you *practise* the words:

"Hogamy, dogamy, jigamy jolts,

"Thunder claps and lightning bolts."

Off Hagatha flew, and Flavia started to sing the words. Over and over again she sang them, but still nothing happened. She was sure that she had the words right. So what was wrong now?

Then she remembered! A witch doesn't sing — she mutters. Flavia began to mutter. And at the word "bolts," the lightning flashed and the thunder roared!

"I've done it! Oh, I've really done it," cried Flavia.

Estelle Salata

THE LAZY ONE

Two weeks passed. The young beaver were growing, their fur was getting long and thick. They stayed awake longer now and wrestled and rolled with each other. The Gentle One showed them how to sit up and balance themselves with their flat, scaly tails and how to comb their fur with the long claws on their front feet. The Wise One taught them how to hold the green sticks and nibble the bark.

The Clever One learned quickly. He was the biggest of the four kittens and he was always hungry. The Noisy One and Little Buck spent most of their time playing.

The fourth beaver they named the Lazy One. The Lazy One did not want to do anything but curl up with his nose between his front feet and sleep. The Ancient One shook his head at the Wise One and looked very worried. A beaver must learn and work in order to live. The Gentle One scolded and spanked, but the Lazy One refused to learn. He would not learn to nibble the sticks. He would not learn how to comb his fur. He would not learn how to balance himself on his tail. He would do nothing but sleep.

Mary Doherty Smith

Independent Exercise

LESSON 59



This series of six lessons is designed to strengthen pupils' skill in using context as an aid in word recognition. These lessons are intended to teach pupils *how* to use context; it is essential that they be encouraged to use it in *all* reading activities. Whenever possible, when a pupil encounters difficulty with an unknown word, guide his *application* of the skills developed in these lessons.

Remember that context is best used in conjunction with phonetic, and at times structural, clues.

Be sure pupils check their "reasoned guess" to see if it (1) fits the meaning of the passage; (2) fits the structure of the sentence; (3) agrees with phonetic and structural clues (for example, beginning consonant; -ing ending).

Using the
context
— unknown
word is
defined

1. Have the pupils read each paragraph and identify the underlined word. If the pupils can identify the word, discuss the clues that were helpful. If they cannot, guide them by questioning, to make use of *contextual* and *phonetic* clues. A suggested pattern of questions is given for the first paragraph.

(If your pupils recognize the word at sight, have them consider it as a hypothetical problem and look for clues that would help a less able reader.)

Pupils use
Practice Book
page 1

1. A man went along our street calling at every house. He had brushes and brooms and many other things to sell. He was a peddler.

Suggested questions:

peddler

What does the first sentence tell you that the man is doing?

Would someone visiting the homes do that?

Why is the man going to all the houses?

Look at the first letter of the word. Think of a word that starts with the sound represented by that letter and means "someone who goes from door to door selling things."

How do you know it would be wrong to read, "He was a salesman"?

moved
furniture

2. The family moved to a new house. Mother said, "The new house is bigger than the old one. We will have to get some new furniture. We must have more chairs. We must have another table. We need two new beds."

highway

3. The new road was wide and smooth. Cars and trucks and buses went very fast on it. It was a new highway.

evening

4. School is out, and now it is evening. The sun is setting, but it is not dark yet.

- storm 5. It rained and rained. The wind blew hard. Then it started to hail. It was a very bad storm.
- insects 6. Ants and bees and beetles are all insects.
- elevator 7. When we were shopping downtown, we didn't have to walk up to the second floor. We stepped into the elevator, the doors closed, and up we went.
- pilot 8. The airplane was ready to take off. It moved down the runway. As the pilot moved the wheel, the airplane left the ground. This pilot really knew how to fly a plane.
- giant 9. The man in the story was very, very tall. His head was in the clouds. He could step right over a hill. He was a giant.
- growls 10. The lion opened his mouth. He showed his teeth and made a noise. "That is the lion's way of talking," said Jack. "He growls all the time."
-

LESSON 60

Using the
context
— familiar
situation
as a clue
to word
recognition

Follow the same procedure as in the previous lesson.

In this lesson the unknown word is related to a familiar situation. Be sure the pupils combine *meaning clues* with their *knowledge of letters and sounds* to identify the words.

Remind the pupils that they should read to the end of the paragraph to find all the clues to the unknown word. Too often pupils stop when they encounter difficulty and so don't get some of the best clues.

Pupils use
Practice Book
page 4 (top)
station

1. The train stopped at the station.
People got off, and people got on.
Then the train puffed off to the next station.

Suggested questions:

What did the train do?

What happened when the train stopped?

Where does a train stop to let people get off or on?

Look at the beginning letters. Could "station" be the word?

Read the first and last sentences to see if "station" makes sense in both of them.

wear
sweater

2. You don't need to wear a coat to school today. It is not cold, but it's not too warm. You had better take a sweater.

storm
thunder
lightning

mosquitoes

answer

- 3. It rained and rained and rained. It was a very bad storm. We could hear the thunder. After the thunder, we waited to see the lightning flash.
- 4. I like to go camping, but I don't like the mosquitoes that buzz around at night. They fly into the tent and buzz and buzz. They are just waiting to bite you. Camping would be a lot more fun if mosquitoes stayed home.
- 5. "Where are you going?" asked Joan.
"Someplace," said Jan.
"That's not a very good answer," said Joan.
"I still don't know where you're going."

Independent Exercise

Practice Book

Use page 4 (bottom).

Using the
context
— the unknown
word is
contrasted
with a
known word

LESSON 61

Have the pupils read each selection and identify the underlined word. *Discuss with the pupils* the context and phonetic clues that were helpful in identifying it.

After each word is identified, have the pupils circle the word or words that have opposite meaning.

Pupils use
Practice Book,
page 27 (top)

exciting

high

whispered

collection

early

recognize

- 1. Tom said the parade would be dull, but it was very exciting.
- 2. Don't put the dish on that low shelf. Put it up on a high shelf where the baby can't get it.
- 3. The boy spoke loudly to his friends at the ball game, but whispered to them in school.
- 4. I have only one card, but my friend has a collection of them.
- 5. We were afraid that we would be late for the parade, but we hurried so fast, we were early.
- 6. The lady said, "You don't know me, but I recognize you."

Independent Exercise

Practice Book

Use page 27 (bottom).

the context
to identify
an unknown
word
- definition
- synonym

LESSON 62

The purpose of this lesson is to focus attention on the use of context to identify words. Frequently unknown words are *defined* in the sentences in which they occur, or a *synonym* is given; pupils should learn to combine such meaning clues with phonetic clues to identify new words.

Write the following sentences on the board. Have the pupils read each of them. Focus attention on the underlined word.

If pupils recognize it, discuss the clues that aided in recognition.

If they do *not* recognize it, guide them to use the contextual and phonetic clues to identify it.

For example:

1. Jim looked in all directions — north, south, east, and west.

Ask: (a) **Where did Jim look?**

(b) **What word can you think of that starts with "d," and could mean north, south, east, or west?**

2. That coat is expensive. It costs a great deal of money.
3. John's father has a new automobile. He says it's the best car he has ever had.
4. That elephant is SO BIG. It's enormous.
5. The cartons broke open and the cans spilled out. Every box was broken.
6. A man shouted, "Stop, thief!" but the robber ran away.
7. We're building a new kennel for Rover. The old doghouse is too cold.

Independent Exercise

Practice Book

Use page 49.

Using the
context to
identify an
unknown word

LESSON 63



Follow the same procedure as suggested for Lesson 59.

a word
summarizes the
information in
a passage

In this lesson, the unknown word summarizes the ideas presented in the passage. Pupils should combine the *meaning clues* with their *knowledge of letters and sounds* to identify the word.

Remind the pupils to read to the end of each passage as some of the best clues may follow the unknown word.

Pupils use
Practice Book
page 74 (top)

mystery

1. I left my pencil on my desk and now I can't find it. It isn't on the floor. It isn't on my desk. Nobody has been near to take it. Where it's gone is a real mystery.

Suggested questions:

- a) Where was the pencil left?
- b) Where did the child look for it?
- c) Where has it gone?
- d) Can you think of a word beginning with "m" that means the child is puzzled about where his pencil is?

immediately

2. "Come in to dinner now, John," called his mother.
"Later, please," said John. "Wait until I finish my game."
"Now, I said," answered his mother. "Come in here immediately. Dinner is ready right this minute."

practice

3. "You did not sing that song very well," said the teacher. "You need more practice. You will have to sing it again and again. I want you to do better tomorrow."

favorite
flavor

4. I like chocolate candies best. I like chocolate ice-cream best. I like chocolate puddings best. Chocolate is my favorite flavor.

mischievous

5. Johnny's pup chased his sister's kitten. It slept on his father's chair. It tracked through his mother's kitchen. It chewed up Johnny's book. Johnny's mother said, "That dog is always in mischievous."

decorations

6. The children cut out stars and made strings of popcorn. They painted pine cones. They made paper snowmen and paper chains. Soon they had enough decorations for the Christmas tree.

Independent Exercise

Practice Book

Use page 74 (bottom).

Review —
using context
clues

LESSON 64



Pupils have now been taught several lessons which showed them *how* to use context. These will have been successful if you have also encouraged the pupils to use context as a word recognition clue in *all* reading activities and guided their *application* of skills developed in these lessons.

Context is best used in conjunction with phonetic and structural clues.

Be sure pupils *always* check their "reasoned guess" to see if it (1) fits the meaning of the passage; (2) fits the structure of the sentence; (3) agrees with phonetic and structural clues.

pupils use
ice Book
101 (top)

earthquake

attention

emendous

polite

pleasure

answered

Follow the procedure suggested in Word Perception Lesson 59 and have the underlined words identified.

1. Trees fell down. Houses shook. The ground moved under our feet.
"It must be an earthquake," said Paul.
2. "I don't know how to do my work," said Bill.
"You should know," said the teacher. "I told the class what to do. You must pay attention."
3. A mouse is a tiny animal, but an elephant is tremendous.
4. Ken is a very well-mannered boy. He is always polite.
5. "Thank you for helping me carry the parcels," said the old woman.
"It was a pleasure to help you," said Tom.
6. "What was that?" cried Jane.
"A bird," answered Jack. "Look! It flew against the window and fell to the ground."
"Look at the poor thmg," said Jane. "It's dead."
"I don't think so," said Jack. "It's still breathing."

Independent Exercise

ice Book

Use page 101 (bottom).

Lessons 65-93: Structural Analysis

Review —
gnition of
flectional
endings
-ed, -ing

LESSON 65



Have the pupils use the *letter names* in referring to the endings -s, -ed, -ing.

1. Write on the board:

shows	starts	walks
showed	started	walked
showing	starting	walking

- a) Have the root words underlined.
- b) Have each ending circled.
- c) Point out that in reading each of the words, it was necessary to recognize the root word and then add the ending.
- d) Have each word used in a sentence.



Pupils will meet many inflected words in their reading, where the root is unknown. It is very important that they develop a systematic approach to use in identifying such words. They should learn to:

- a) remove the ending;
- b) use phonetic and context clues to identify the root;
- c) add the ending;
- d) check the word in context.

2. Put the following words on the board:

training	pulled	bleats
cheated	yelps	pulling
blowing	standing	shouted

For each:

- have the ending identified and covered with a card;
- have the root identified using phonetic skills when necessary;
- have the whole word pronounced.

Application

3. Have the underlined words identified.

The Indian hunter was stalking the deer.

Jerry scolded his pet.

The dog was trailing a doll across the yard.

The bee stings anyone who bothers him.

Review —
plural and
possessive forms

LESSON 66

1. Write the following on the board:

Tom's books.
The clever boys.
Mother's plates.
The boy scout's hat.
The kitten's claws.

- a) Have each ending underlined.
- b) Have the meaning of each ending considered. Introduce the term "plural."
- c) Review the term *apostrophe*.
- d) Point out the varying sounds of "s" as an inflectional ending.

2. In the following sentences, have the root of each underlined word identified and the significance of the ending given.

When you finish your games, put Jack's jacks away.

Show him Bill's bills for the toys.

Each rose in Carol's garden has many pink petals.

I never saw such long crayons as Lee's.

adding the
ending -es

3. Write:

dish

Mother has two dishes.
She dishes the dinner.

A. Say:

- 1) Pronounce this word. (*dish*)
- 2) Underline the word that has *dish* as its root and means more than one dish.
- 3) Underline the word that has *dish* as its root and tells what someone does.
- 4) Circle the endings on each underlined word.

B. Repeat this procedure with:

lunch

I made the lunches to take to school.
The ant lunches on the crumbs from our picnic.

guess

You have only two guesses.
He guesses that there is a kitten in the box.

C.

- 1) Have the pupils study the examples and note that the ending -es is sometimes added to words to form the plural, and at other times, to denote someone's action.
- 2) Recall that usually the ending -s is added. (hats, runs, sails, ships, etc.)
- 3) Demonstrate the difficulty of pronouncing words such as lunch(e)s, dish(e)s, guess(e)s, if the -s alone is added.

Application

4. Write the following words in a column:

dash	go	wash
truck	church	catch
box	run	finish
flash	watch	bark

Have pupils find the word and add the right ending to match your oral statements:

Places where people worship.
What lightning does.
What John does when he is in a hurry.
How a squirrel goes up a tree.
What presents are packed in.
What delivery men drive.
What a ball player does.
More than one of something to tell the time.

Independent Exercise

Use page 13.

Review —
recognition of
inflectional
endings
-er, -est of
comparison

LESSON 67

1. Put the following on the board:

long

longer

longest

Have the words pronounced and the endings underlined in the latter two. Ask the pupils to use the words in sentences that will show why we have different forms.

2. In each of the following groups of sentences have the root word of the underlined words identified, and then have the complete word pronounced.



Have the pupils use the letter names in referring to the endings -er and -est.

My rose is pink.

Mary's rose is pinker than mine.

Judy's rose is the pinkest in the whole garden.

Joe is a great hunter

Paul is greater than Joe.

Len is the greatest hunter of all.

Saturday was a cold day.

Sunday was colder than Saturday.

Today is the coldest day of the winter.

generalize

3. Have the pupils study the sentences and formulate the generalization that the ending -er is added when two things are compared and -est is added when three more things are compared.

Have the underlined words identified. Be sure the pupils remove the ending before attempting to identify an unknown root.

Tim has the thickest piece of candy.

The sun is brighter than the moon.

He is the kindest friend we have.

Independent Exercise

Practice Book

Use page 14.

1. Write: cowboy
schoolroom
playground
 - a) Ask the pupils to identify the root words of each word.
 - b) In each case lead them to see that there is not one root, but two.
 - c) Discuss the meaning of each compound, focussing attention on the contribution each root word makes to the total word meaning.
 - d) Introduce the term "compound word" to mean a word formed from two root words.

2. Write:

The boys played baseball on the playground.
Someone in the classroom is noisy.
The snowflakes fell on the sidewalk.

- a) Have each compound word underlined.
- b) Discuss the meaning of each, bringing out the contribution of each root.

Independent Exercise

ctice Book

Use page 23.



Pupils will be familiar with contractions in that they have learned to recognize and use them in their reading. The purpose of this lesson is to develop an understanding of this word form.

1. Write the following sentences on the board, leaving sufficient space between them to allow for re-writing each:

"I am going to school," said Rob.

"I will have time to mail your letter."

"It is not late."

- a) Have the first sentence read orally.
- b) Ask what other way Rob might have said the underlined words.
- c) Re-write the sentence directly under the original, substituting "I'm" for "I am."
- d) Introduce the term "contraction" as meaning a short way to say, or write, two words.
- e) Repeat the procedure with "I will" and "It is."
- f) Compare each contraction with the original form to indicate the function of the apostrophe to show that a letter (or letters) has been left out when two words were shortened to one.

2. Write:

“Let us hurry home,” said Jean.

“We are late for dinner.

We can not stop to play.”

- a) Ask pupils to point out where contractions might be used.
- b) Re-write the sentences.

Application

3. Write:

We’re going to have a picnic tomorrow.

We’ve finished our work.

We’ll go to the park and have fun.

We’d like you to come too.

Have the pupils:

- underline the contraction;
 - give the original form;
 - re-write the sentences using the full form of the contractions.
-

Contractions **LESSON 70**

1. Write:

I’ll
He’s
We’re
It’s

- Review
- a) the meaning of contraction;
 - b) the function of the apostrophe.

Write the full form of each.

2. Write:

I didn’t bring my book to school.

I shouldn’t forget it.

Terry hasn’t read my story yet.

I don’t think he has had time.

He doesn’t want to miss it.

I won’t forget the book tomorrow.

- a) Follow the same procedure used in Step 3 of Lesson 69.
- b) Guide the pupils to note that when “not” is joined to another word, it is not the first letter(s) that is omitted but the “o.”
- c) Consider “won’t” as an exception.



Your pupils may be interested in the origin of *won’t* – from the Old English “woll not.”

List other contractions formed with *not*. (haven’t, couldn’t, mustn’t, hadn’t, wouldn’t, wasn’t).

Independent Exercise

actice Book

Use page 25.

ognition of
root words
when the
consonant
en doubled
ore adding
endings
-ed, -ing

LESSON 71

1. Write:

jump	play	call
jumps	plays	calls
jumped	played	called
jumping	playing	calling

Pupils:

- read each column;
- underline each ending;
- identify each root word.

2. Write:

hop	step	grin
hops	steps	grins
hopped	stepped	grinned
hopping	stepping	grinning

Pupils:

- read each column;
- underline each ending;
- identify each root;
- note that the final consonant was doubled before adding -ed and -ing.

generalize

After studying the examples, pupils should be able to generalize that:

- (1) doubling the final consonant does not change the sound of the root word;
- (2) the final consonant is often doubled before adding -ed or -ing when the root word ends in a single consonant preceded by a single vowel.

Application

3. Have the pupils:

- read the following sentences;
- find words with endings;
- underline the root words and tell what was added.

Tom and Bill were swimming.

Jean was cutting out pictures for her scrapbook.

The storekeeper fitted Jack's new shoes.

The top was spinning very fast.

Independent Exercise

Practice Book

Use page 31.

Recognition of
root words when
the final
consonant has been
doubled before add-
ing endings
-er, -est

LESSON 72

Follow the same procedures used in the previous lesson using the following exam

Step 1:

old	older	oldest
small	smaller	smallest
fast	faster	fastest

Step 2:

big	bigger	biggest
fat	fatter	fattest
red	redder	reddest

Step 3:

That clown has the saddest face I have ever seen.

Gary's book is thinner than Carl's.

Today is hotter than yesterday.

He looked for the flattest place to make his camp.



Review the concept that -er is used when comparing two things; -est when com
ing three or more.

Independent Exercise

Practice Book

Use page 32.

recognition of
plural forms of
words that
end in y

LESSON 73

1. Write:

I have one pony.

I want two ponies.

I lost one penny.

I have only three pennies left.

Jill had two chocolate Easter bunnies.

She ate one bunny.

Have the pupils identify the underlined words.

For each example of the plural form ask:

- a) **What is the root word?**
- b) **What ending was added?**
- c) **What change in spelling was made before the ending was added?**
- d) **Did the change in spelling change the sound of the root word?**

generalize

After studying the examples, the pupils should form the generalization that, when a word ends in y, to form the plural you usually change the "y" to "i" and add "-es."



It is important that the pupil learn to identify the original form of the root if he is to identify unknown words of this type.

Application

2.
 - a) Have the plural words in each of the following sentences identified.
 - b) Have the root word given.
 - c) Write the root word above the plural form.

Halloween parties are fun.

Two little babies were crying.

Ted read all the stories about animals.

Seven little puppies were playing in their yards.

Recognition of
inflected **forms**
of root words
that end in y

LESSON 74

* Encourage pupils to use the *letter names* when referring to word endings.

1. Write:

Denny will try to do it.
Denny tries to do it now.
Denny tried to do it yesterday.
Denny is trying to do it again.

Have pupils identify each of the underlined words. Then have the root word identified, and note the change when s and ed are added.

Use the same procedure with the following words:

fry	hurry
fries	hurries
fried	hurried
frying	hurrying

generalize

Have the pupils:

form the generalization that when the root word ends in y we usually

- (1) change the y to i before adding es
- (2) change the y to i before adding ed.

Have the pupils:

note that changing y to i does not change the pronunciation of the root.

Application

2.
 - a) Have the pupils locate words in the following sentences that have endings.
 - b) Have the root identified and written above the word.
 - c) Focus attention on the changes in spelling.

Emphasize the importance of finding out what the original form of the root was identifying unknown words.

Kit carries a heavy box.

The plane flies far away.

"Don't do that!" cried Bob.

The squirrel scurried up a tree.

Who is carrying the picnic lunch?

Independent Exercise

Practice Book

Use page 37.

LESSON 75

1. Write:

At the circus, the elephants were *funny*.
 The monkeys were *funnier* than the elephants.
 The clowns were *funniest* of all.

happy	pretty	sunny
happier	prettier	sunnier
happiest	prettiest	sunniest

Have the pupils study the examples and:

- note the root word of each;
- note the ending added in each case;
- note the spelling changes;
- note that changing y to i does not change the pronunciation of the root;
- form the generalization that when the root word ends in y, we usually change y to i before adding -er or -est.

2. Use the same procedure as suggested in Step 2 of Lesson 74 with the following sentences:

She is the laziest girl I know.

This clown is jollier than that one.

Bring the heaviest stone you can.

Read the funniest story in your book.

I am sleepier now than I was before.

Independent Exercise

Use page 39.

LESSON 76

1. Write:

Bill can *play* ball. He is a good ball *player*.

See Pete *bat* the ball. He is the best *batter* on the team.

Paula's father *owns* a garage. He is a garage *owner*.

Mark can *spell* those words. He is a good *speller*.

- a) Have the pupils read each pair of sentences.
 - b) Ask, "What did you call 'a person who plays;' 'a person who bats' etc?"
 - c) Have the root word in each case underlined.
 - d) Have the suffix identified.
 - e) Use the word "batter" to illustrate that the final consonant generalization developed for the comparative endings also applies here.
 - f) Point out that the suffix -er is added to words to mean "some-one who does something."
-

Recognition of
derived forms
with the
suffix -er
(of agent)

LESSON 77

1. It is cold so we must turn on the *heater*.

The clothes are wet. Put them in the *dryer*.

Dad cut the grass with the *mower*.

Use the same procedure as was used in Lesson 76 to develop the generalization that the suffix -er often means "something that does something" as well as "some-one who does something."

2. Put the following definitions on the board. Have the pupils give a word with the suffix -er to match each.

washer	Something that washes clothes.
can opener	Something that opens cans.
singer	Someone who sings.
record player	Something that plays records.
reader	Someone who reads.
clippers	Something the barber uses to clip off your hair.

Independent Exercise

Practice Book

Use page 45.

cognition of
compound words
which one root
word is known
—using
context

LESSON 78

1. Write the following words on the board.

snowball
cowboy
into

sunshine
schoolroom
someone

Have the pupils find the *two* root words.

Review the term *compound word*.

2. Comment that sometimes when we find compound words as we read we only recognize *one* of the root words.

3. Write the word "whirlwind." Ask the pupils to give one root.

4. Write the sentence:

The whirlwind blew the leaves around and around.

Have the underlined word identified.

Discuss the use of context and the one known root word to identify the word.

5. Consider the meaning of the compound word, relating this to the root words.

Application

6. Follow the same procedure with the following words and sentences.

- a) Evergreen trees are green all winter.
- b) The horrid old witch flew off on her broomstick.
- c) It was such a cold day that he wore his overcoat.
- d) Boy Blue fell asleep under the haystack.
- e) Red Riding Hood's father was a woodsman.
- f) There was a bright fire in the fireplace.

Independent Exercise

Practice Book

Use page 50.

cognition of
derived forms
with the
suffix -ly

LESSON 79

1. Write the following pairs of sentences on the board. Underline *slow*, *bright*, *loud*.

The sign says, "Slow."
Mother said, "Walk slowly, Joe."

It is a bright day.
The sun is shining brightly.

The noise is loud.
Speak loudly or no one will hear you.

2. Have the first pair of sentences read. Ask:

- a) What is the root word of slowly?
- b) What suffix was added to slow to make slowly?
(Have the -ly circled.)
- c) How must Joe walk?
- d) What does slowly mean?

Write: Slowly means in a slow way.

Repeat this procedure with the other pairs of sentences.

3. Write the following words on the board.

- a) Have the pupils pronounce each word.
- b) Have the ending covered and the root word identified.

friendly	quickly	suddenly
softly	sadly	gladly

4. Have the sentences read.

- a) Speak softly when you are working together.
- b) Walk quickly to the door.
- c) Suddenly the lights went out.
- d) She is very friendly.

Recognition of
root words that
end in y to which
the suffix -ly has
been added

LESSON 80

1. Write the following sentences on the board. Have the root word circled in each underlined word. Have each underlined word defined. ("Quietly" means "in a quiet")

The teacher spoke quietly.
John called loudly.
I tip-toed softly across the room.

2. Write the following sentences.

The birds sang merrily.
Put your things away tidily.
The children played happily.

Ask for the root word of each underlined word and write it to the right of each

- Ask:
- a) What suffix has been added to each word.
 - b) How has the root word changed?

3. Have the pupils study the examples and formulate the generalization that when a word ends in "y", the "y" is changed to "i" before the suffix "ly" is added.

4. Have the pupils give the root words of each of the following.
Write the root words to the right of each.

prettily	wisely
sleepily	angrily
easily	roughly

5. Have the pupils add the suffix -ly to each of the following.

foolish
merry

heavy
smooth

Independent Exercise

Use page 57.

LESSON 81

Pupils must be thoroughly familiar with the alphabet itself before they can be expected to use the idea of alphabetical order in dictionaries, encyclopedias, telephone books, and so on. It is not enough for pupils to be able to say the alphabet in order. Pupils should be able to identify *quickly* which letter comes before or after another, and to recognize immediately in which third of the alphabet a letter occurs. This latter skill is necessary if pupils are to learn to use a dictionary quickly and efficiently. The next three lessons check pupils' knowledge of the alphabet and introduce the idea of alphabetical order.

1. Review the alphabet. Make sure that each pupil knows the sequence thoroughly. As well as being able to say the alphabet, pupils should be able to (a) write it, and (b) arrange letter cards in the correct sequence. (During this period of checking knowledge, the alphabet that is usually posted in the classroom should be removed. Otherwise pupils are likely to depend on it, rather than on their memory.)

2. To ensure complete ease with the alphabet, provide practice in quick recall of the letter that comes before or after another. For example, ask questions such as the following:

"Which letter comes before b?"

"Which letter comes after m?"

----- before m?"

----- after j?"

Pupils answer either orally, or for more complete participation, in writing. Many short periods of the above exercise may be necessary for many of your pupils.

3. Give pupils practice in locating a letter in a particular third of the alphabet. If a dictionary is divided into three parts, the division of the alphabet is:

(1) a b c d e f

(2) g h i j k l m n o p

(3) q r s t u v w x y z

Put the three divisions on the chalkboard and have the pupils tell in which part particular letters occur. Provide as much practice as is necessary.

4. Tell the pupils that sometimes we order words in lists by looking at the first letters of the words, and making sure those letters follow alphabetical order.

Write on the chalkboard:

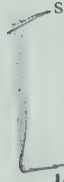
bird

ask

candle

Have the pupils identify the first letter of each word. Then ask which letter comes first in the alphabet, which second, and which third. Write the words in a list on the board.

Continue in the same way with the following groups of words (use only the first section of the alphabet):



- | | | | |
|-----------|--------|---------|-------|
| a) carpet | bill | add | |
| b) after | cattle | dinner | bear |
| c) dancer | artist | builder | clerk |

Independent Exercise

Practice Book

Use page 66.

Alphabetical
order

LESSON 82

1. Discuss with the pupils the books in which we find words listed in alphabetical order: for example, the telephone book, dictionaries, encyclopedias.

- a) If a telephone book is available, show the pupils how we find names and telephone numbers in a telephone book. Select several names of pupils and look them up in the directory.
List, in alphabetical order, the surnames of the pupils in the class. Ask if anyone's last name begins with A, and if so list it on the board. Continue with the letters in this way. Where there is no name beginning with a particular letter insert a line in the space.
Ask pupils where a listing of names such as you have made might appear (class register, records, etc.).
- b) Many pupils will be familiar with picture dictionaries, and/or simple children's dictionaries. Ask how words are placed in the dictionary and what we need to know if we want to find a word quickly.
Review the three parts of the alphabet. Divide the chalkboard into three parts and write the letters for each part. Then pronounce words and have the pupils tell you in which part of the dictionary you would find them. Write the words in the correct section of the board.
Later erase the letters and give pupils practice in locating words without visual aid.

Words that you might use are:

- | | | |
|----------|--------|-------|
| sail | zebra | drum |
| lump | jiggle | vest |
| cab | quiet | happy |
| pretty | across | yarn |
| elephant | lemon | tent |
| map | goose | frame |

Alphabetical order LESSON 83

1. Review the idea of listing words in alphabetical order according to the first letter of the word. Use these words:
follow ape dead butterfly cape every
2. Use the following series of words and develop the idea that not all lists of words have one beginning with a. Emphasize that the first entry in a list of words in alphabetical order can begin with any letter in the alphabet.

- a) easy drop crane
- b) fan even drop hold glove
- c) march play over nine lamb
- d) quickly strap troop race using
- e) zoom yard wander vat X-ray
- f) ink loop jump kitten moon night



Be sure to write the words in vertical lists as this is the form in which words in alphabetical order most often appear.

Independent Exercise

Practice Book

Use page 84.

tion of root LESSON 84

en the final
en dropped
he endings
ed and -ing

1. Write:

- (a) jump jumps jumped jumping
hop hops hopped hopping

Pupils:

- identify the root word in each inflected form;
- note in which root words there was a change.

2. Write:

- like likes liked liking
hope hopes hoped hoping
move moves moved moving

Pupils:

- identify the words in each series;
- note that the final e of the root word was dropped before adding -ed or -ing;
- generalize that final e is usually dropped before adding -ed or -ing.



Note that the inflectional ending that indicates past tense is -ed. Therefore, in root words such as *like*, *hope*, and *move*, the final e must be dropped, otherwise the word would be spelled *likeed*.

3. Write:

having	riding	liked
raked	making	leaving

Pupils:
– underline each ending;
– write the root words.

Independent Exercise

Practice Book Use page 90.

Recognition of root words when the final e has been dropped before the endings -ed and -ing

LESSON 85

1. Write:

work	worked	working
step	stepped	stepping
like	liked	liking
rake	raked	raking
hike	hiked	hiking

Pupils:
– read each series of words;
– note the changes in the roots when endings are present.

2. Write:

hoped	hopped
planed	planned
hoping	hopping
planing	planning

Pupils:
– underline the ending of each word;
– write the root word of each;
– note the difference in the root words;
– note that when a double consonant is present, the root word usually has the short vowel sound; and that when there is a single consonant before the ending, the root word usually ends in final e and has a long vowel sound.

3. Write:

slamming	_____
cared	_____
getting	_____
biting	_____
taking	_____

Pupils write the root word.

Independent Exercise

Practice Book Use page 91.

LESSON 86

1. Write the following word lists on the board.

hens	babies
cows	pennies
books	candies

Have the pupils identify each word and discuss the function of the -s or -es endings. Have the root words identified. Note the change in the root words in the second column.

2. Write the following on the board.

one calf	two little brown <u>calves</u> .
one loaf	three <u>loaves</u> of bread.
one wolf	a pack of <u>wolves</u> .

Have the pupils *pronounce* the underlined word in each phrase.

For each, ask: "What is the root word?"

"How did the root word change?"

"What ending was added?"

Guide the pupils to formulate the generalization that when a noun ends in f, to form the plural we usually change the f to v and add es.



Be sure to point out the *varying sounds* represented by s as a plural ending.

3. Have pupils:

- identify the underlined words;
- decide what the root word of each is;
- tell how the root word changed;
- tell what ending was added.

a) Many yellow leaves fell to the ground.

b) I met two funny little elves.

c) Buy some new yellow scarves.

LESSON 87

1. Write:

girls	shelves
bunnies	halves
	leaves

Have the pupils:

- a) read the words;
- b) identify the roots words;
- c) tell how the root words were changed in the plural form.

2. Write:

wife	knife	life
wives	knives	lives

Have the pupils:

- a) read the pairs of words;
- b) tell how the root word changed in the plural form.

3. Have the following sentences read:

Wear a warm scarf.
 The boys will do it themselves.
 The big black wolf was howling.
 Buy two loaves of bread.
 Put the book on the shelf.
 The calves are eating green leaves.
 The knives are dull.

Independent Exercise

Practice Book

Use page 93.

Compound words
 —one root
 word known

LESSON 88

1. Review the meaning of the term "compound word" in the following manner.

On the board write:

sunset, cowboy, into, schoolroom

Have each word pronounced.

Have the root words of each identified.

Have the words recognized as "compound words," and "compound words" defined as words with two roots.

2. Write:

sailboat	bluejay	myself
steamboat	rainbow	daylight
railway	sidewalk	goldfish

Pupils:

- underline one familiar root in each;
- use phonics to identify the second root word;
- pronounce each word and use it in a sentence.

3. Pupils:

- locate a compound word in each of the following sentences and underline one familiar root;
- use context and phonetic clues to identify the unknown root and then the complete word;
- read the sentence orally to check the word in total context.

The rain ran down the car windshield.
 The housekeeper was baking pies.
 Johnny had a drink of buttermilk at the farm.
 Mr. Jackson will need a stepladder to pick the apples.
 The rabbit left footprints in the snow.

Independent Exercise

Practice Book

Use page 96.

Review —
 Alphabetical
 order

LESSON 89

1. Review the idea of alphabetical order. Write the following words in a row across the chalkboard:

house	animal	crooked	bear
dentist	fairy	evening	ghost

Have the pupils:

- tell which letter they look at when putting words in alphabetical order;
- write the words in list form in correct order.

2. Review knowledge of the alphabet by:

- a) asking which letter comes before _____?
 which after _____?
- b) locating words in the thirds of the alphabet.
 Pronounce a word; pupils respond by saying 1, 2, or 3.
 Write words on the board; have pupils write the numerals
 on a piece of paper.

Independent Exercise

Practice Book

Use page 102.

Review —
 Recognition of
 words with
 inflectional
 endings
 -s, -ed, -ing

LESSON 90

1. Write:

show	shows	showed	showing
scold	scolds	scolded	scolding
hop	hops	hopped	hopping
grin	grins	grinned	grinning
cry	crys	cried	crying
fly	flies	flew	flying
rake	rakes	raked	raking
move	moves	moved	moving



Be sure the pupils use *letter names* in referring to the endings s, ed, ing.

Pupils:

- read each series;
- study the examples and recall the generalizations:

- (1) When the root word ends in a single consonant preceded by a single vowel, the final consonant is often doubled before adding ed or ing.
- (2) When the root word ends in y, we usually change the y to i and add es or ed.
- (3) When the root word ends in final e, we usually drop the i before adding ed or ing.



Pupils will meet many inflected words in their reading in which the root word is unknown. It is of major importance that they develop a systematic approach to use identifying such words. They should learn to:

1. Remove the ending.
2. Use phonetic and context clues to identify the root.
3. Add the ending.
4. Check the word in context.

2. Write:

hoping	chatting	fries
trotting	running	stepped
enjoyed	trying	riding

Pupils:

- underline the ending;
- write the root word;
- identify the root word, using phonetic skills when necessary;
- pronounce the original word with the ending.

3. Have the underlined words identified and the sentences read.

Jim pleaded with his father to let him go.
 He saw the boy dodging around the corner.
 Jenny spied a tiny black beetle under the leaf.
 The wheel was spinning around.

Independent Exercise

Practice Book

Use page 104.

Review—
 recognition of
 words with
 plural and
 possessive
 endings

LESSON 91

1. Write:

the boy's hat
 the book's title
 the lion's paw

two little boys
 the red books
 the angry lions

Pupils:

- underline each ending;
- consider the meaning of each ending;
- review the terms, *plural* and *apostrophe*;
- note the varying sounds of the s ending.

2. Write:

A
two boxes

the new churches
the broken dishes

B
black ponies
seven pennies
old ladies

C
red leaves
funny elves
high shelves

Pupils:

- underline each root word;
- note the ending that has been added;
- recall that the plural is usually formed by adding s, and note that in the A examples it would be difficult to pronounce the words had s alone been added;
- recall the generalization that when a word ends in y, the plural is formed by changing y to i and adding es;
- recall the generalization that when a word ends in f, the plural is usually formed by changing f to v and adding es.

3. Pupils read the following sentences and

- underline the possessive endings;
- circle the plural endings.

The bird's nest was built of sticks.

Judy's toy dishes were on the highest shelves.

Will your pennies be enough to buy Mother's groceries?

Independent Exercise

Use page 113.

LESSON 92

1. Write:

thick

thicker

thickest

Have the pupils choose three books from the library shelf to demonstrate the meanings of the words.

Have the words pronounced and the suffixes underlined.

2. Have the following sentences read and the words with endings -er or -est underlined. Have the root words identified.

This little apple is *sweet*.

The big red apple is sweeter than the little one.

The yellow apple is sweetest of all.

The new ball is *big*.
 My old green ball is bigger than it.
 John's red ball is the biggest I have seen.

Mary's doll is *pretty*.
 Jean thinks hers is prettier than Mary's.
 Mother bought me the prettiest one in the store.

This is a *fine* day.
 Yesterday was finer.
 Monday was the finest day of the summer.

3. Pupils study the examples and:

- generalize that -er is added to the root word when two things are compared and -est is added when three or more things are compared.
- recall the generalizations:

- (1) When a word ends in a single consonant preceded by a single vowel, we usually double the final consonant before adding -er or -est.
- (2) When a word ends in y, we usually change the y to i before adding -er or -est.
- (3) When a word ends in final e we usually drop the e before adding -er or -est.

4. Pupils:

- identify the root word of each of the following;
- pronounce each;
- use each in an appropriate sentence to indicate its meaning.

prettiest	taller	wisest
icier	laziest	sadder

Independent Exercise

Practice Book

Use page 115.

Review—
 recognition of
 words with
 suffixes
-er and -ly

LESSON 93

1. Write on the board the jingle:

Finders, keepers;
 Losers, weepers.

Ask: "What is a finder?" (keeper, loser, weeper)
 Write the definitions on the board.
 (finder: A finder is someone who finds something.)

2. Pupils underline the suffix that has been added in each case and recall that the -er is added to words to mean "someone who does something."

3. Write:

heater
 blotter
 drier
 sprinkler

Pupils:

- underline the suffix in each case;
- write the root word;
- note the changes in the root when the suffix is added and recognize that the generalizations developed for inflectional endings apply here;
- define each word;
- note that the suffix -er can be added to a word to mean “*something* which does something.”

4. Use a similar procedure with the following words to review the use of the suffix -ly to mean “in a (*loud*) way.”

loudly	sadly	foolishly
safely	prettily	noisily



Be sure pupils note that the root word does not usually change before the suffix -ly is added, except when the root ends in y.

5. Write the following sentences. Have pupils:
- circle the suffix of each underlined word;
 - write the root word;
 - read the sentence.

Use your eraser and correct the work neatly.

The builder walked quickly and safely along the high beam.

The peddler sold the woman a food chopper.

The friendly kitten purred softly.

The flier brought the plane down suddenly.

The players cheered noisily.

Independent Exercise

Practice Book

Use page 117.

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SPELLING



Please read the notes on Spelling in "Ideas for Teaching Language," pages 12-13.



Learning to spell depends upon how accurately the child says and hears the sounds in a word, visualization of the written form, and kinaesthetic experiences with the word. Children must be taught a method of study that incorporates aural-oral, visual, and kinaesthetic imagery.

An accepted method of word study is:

- Look at the word.
- Pronounce it.
- Spell it orally.
- Study any parts of the word that may cause difficulty.
- Visualize the word.
- Write it.
- Check the spelling.
- Write it again without looking at a copy.
- Check again.
- If necessary, repeat the steps.

This method of study can become an independent study habit only if the teacher goes through the steps with the children many times. The teacher should guide the children through these steps for each new word. She must also direct the pupils in further activities with the words, providing many opportunities to use the words, see inflected or derived forms, and perhaps extend the spelling vocabulary by noting other words that are related phonetically.

The teacher should select from the following spelling activities those that are appropriate to the words that she is teaching and to her class. In the section that sets out specific words for each block of work, activities are suggested, but the teacher must feel free to select, adjust, or substitute her own.

Activities

1. Write words that rhyme with the spelling words.
2. Write the word that means _____. (definitions given orally or written on the chalkboard for independent work)
3. Write the sentences, changing the underlined word to a word in the spelling list. (Jerry's little cat played. — kitten)
4. Write the word from your spelling list that means the opposite of _____; the same as _____.
5. Write the plural forms of _____.
6. Finish each sentence with a word that means the opposite of the underlined word. For example,

When it begins to rain, you must _____.

7. Sketch on the chalkboard (or use a chart with pictures pasted on it) pictures of words in the spelling list. The pupils write the name of each picture.
8. Have the pupils add inflectional endings to words chosen from the list. If necessary review the appropriate generalizations for doubling the final consonant, dropping the silent e, or changing y to i. For example, add ing to the following words:

go	run	come
work	step	make
help	hit	hide

In other exercises use other endings, s and ed.

- 9. Have the pupils add endings of comparison, -er and -est.
- 10. Write the root words.
- 11. Write the words in which there are silent letters.
- 12. Make compound words from two lists of words.

For example,

play	room
class	house
to	light
bed	day
cow	way
door	boy
day	thing
some	

- 13. How many words can you make by changing the vowel in the following words:
For example, *cat, lump?*
- 14. Classify words in the spelling list. For example, have the pupils look at a cumulative word list (words from first four blocks, for example) and write all the words that represent people; all the words that represent things children can do; etc.
- 15. Have pupils complete sentences by using words obtained by substituting the initial consonant of a key word.

For example,

I will *make* a playhouse.
Mother will _____ a cake. (bake)
I like to eat _____. (cake)
I saw a boat on the _____. (lake)
Father will _____ the yard. (rake)
I _____ up in the morning. (wake)

- 16. Substitute consonant *blends* for the beginning consonants (or consonant blends) of words in the spelling list.

For example,

<u>m</u> an	—	<u>b</u> ran		<u>g</u> ay	—	<u>g</u> ray
<u>d</u> own	—	<u>b</u> rown		<u>n</u> ear	—	<u>c</u> lear
<u>b</u> y	—	<u>t</u> ry		<u>b</u> rown	—	<u>c</u> lown

- 17. Pupils add e to the underlined word in the first sentence to get the word for the blank in the second sentence. For example,
 - a) I can walk without help.
An old man has a _____. (cane)
 - b) The man has hair on his head.
A horse has a _____ on his neck.
 - c) I hid the button.
Now you must _____ it.
- 18. Have the pupils fill in the blanks in sentences with words from the spelling list
- 19. Suggest a situation that is related to the spelling words. Have pupils write a few sentences about the situation. Then have them check to see if they used any of the words in the spelling list.

20. Proofreading for spelling errors is a most important aspect of writing. However, pupils must be taught *how* to approach this kind of checking. A suggested technique follows. In the spelling period, have each child write a few sentences, a paragraph, or a story. Choose several samples and write them on the chalkboard. Have the paragraph checked by the class for spelling errors. *Discuss especially words that pupils should know how to spell* and how the child who picked out the error recognized that the word was misspelled.

Caution: Be sure that pupils understand that this is an exercise. Do not use samples of pupils' "creative writing" for this type of checking by the whole class. The purpose here is to *teach* pupils *how* to proofread *their own* creative writing efforts for spelling. Pupils must not be discouraged from using any word they need in writing, even though they are not sure of the spelling.

21. Pupils should compile their own personal list of words that cause difficulty for them in spelling. They should be encouraged to add to this list day by day or week by week. Encourage them to add words that they use frequently in writing and promote the practice of using the list to check spelling whenever they write. This list of words should be kept in a separate exercise book. A page should be designated for each letter of the alphabet. Pupils list words on the pages that correspond to beginning letters. The pupil then can locate words easily for checking spelling.

BLOCK 86

Test-Study

I	it
see	is

Lists

1. an)
 can) Draw attention to the letters an that form
 man) a part of each word.
 ran)

2. then - th
 said - ai

3. (In Block 86 there are no words for List 3.)

Activities

The *numbers* refer to the numbers of the activities listed at the beginning of the section)

- 1** How many other words can children write that follow this pattern?
 (Dan, fan, Jan, Nan, pan, tan, van)
- 18** Suggested sentences:

- a) "I must pick up my toys. _____ I can go,"
 _____ Dan. (then, said)
 b) What did you do _____? (then)
 c) "I can," _____ the man. (said)
 d) _____ it was time for play. (then)

BLOCK 87

Test-Study

my	the
me	we

Lists

1. all
 call — all
 ball — ll — the double “l”
 fall
 tall (Avoid saying “little words in big.” A word is a *meaning* unit and though many words contain the same sounds which are spelled by the same letters, the *meanings* are not necessarily, nor usually, related.)

2. eat — ea

3. mother — th, er

Activities

- 1** Rhyming words.

(List 1 — hall, mall, pall, wall)

Not all pupils will think of words such as *mall* and *pall*, but some will recognize them.

(List 2 — beat, heat, meat, neat, peat, seat)

- 2** Suggested definitions:

Write the words from the lists that mean:

- a) something you play with;
- b) what you do at lunch time;
- c) very high;
- d) landing on the ground;
- e) someone who cooks your supper; etc.

- 19** A possible situation: A family, six children, kitchen, six o'clock in the evening, good smells, unhappy baby in high chair.

BLOCK 88

Test-Study

doll an
car at

Lists

1. green) Emphasize the r-blends particularly.
brown) Draw attention to the double e and
tree) the ow.
2. havee — silent e
 any — note the irregular spelling of the sound
 we hear at the beginning of this word.
3. dolls — double l, plural s
 cars — plural s

Activities

16 Substitute other consonant blends:

brown — clown, drown, frown
tree — flee, free, glee

14 Use the words from the first three blocks with this activity.

20 This is a good time to teach the first lesson on **proofreading**.
 Keep it very simple. Have the pupils write one or two sentences
 that the words in the lists made them think of. Have them write
 the sentences with no help from you or from word lists.

BLOCK 89

Test-Study

am do
come he

Lists

1. they — th
that — th
why — wh
when — wh

2. help — lp

3. story — st, y

Activities

2 Write the word that means:

- a) more than one person;
- b) something you can read;
- c) what someone might say if he were hurt;
- d) the word you might use at the beginning of a sentence;
- e) a word you might use in telling about *time*.

BLOCK 90

Test-Study

fun boy
cat dog

Lists

1. funny - nn, y
pretty - tt, y, pr (Be sure that pupils hear the sequence of the two beginning sounds.)
happy - pp, y
2. went - w
who - wh
3. work - or (Variant spelling of medial sound.)

Activities

- 5** Inflectional endings - work
works
worked
working

Have the pupils use the words correctly in sentences.

- 11** Words with silent letters:

(funny, pretty, happy)

Have the pupils describe someone or something which is funny and pretty and happy.

BLOCK 91

Test-Study

no go
not so

Lists

1. fast - st
faster - er
fastest - est
2. there - silent e
over - v
3. brother - br

Activities

- 8** Add endings to *brother, go, help*.

- 15** Suggested sentences:

I can run very *fast*.

Will you be the _____ one? (last)

Do not run _____ the house. (past)

The sail of the boat is on the _____. (mast)

- 13** Change the vowel in *not*, in *fast*.
 (net, nut) (fist)

- 19** Suggested situation: Boys running to a hill - Who wins?
 - Why?

BLOCK 92

Test-Study

as bed
in on

Lists

1. has - a)
 cup - u)
 fell - e) short sounds of vowels
 hit - i)
 got - o)

2. going - ing
 now - ow

3. apple - pp, silent e

Activities

- 10** Write the root words of:
 going, apples, cups, hitting

- 13** Change the vowel in:
 has, cup, fell, hit

- 15** In each sentence, substitute the *initial consonant* of the underlined word to form a word that fills the blank:

- a) I am going now to see a _____.
 b) My _____ has the cup.
 c) When the sun came out, it got _____.
 d) You must _____ on this chair because you hit me.
 e) The _____ fell down.

- 20** Proofreading.
-

BLOCK 93

Test-Study

she like
be came

Lists

1. cake)
 cone) silent e - long vowel sound
 hide)
 game)

2. best - st
 new - ew

3. dress - dr, ss

Activities

- 1** Write words that rhyme with:
 game, best, dress

- 4** Write the words that are the opposite of:
 find, old, went

- 5** Write the plural forms of:
 cake, cone, game, dress

- 11** Words in which there are silent letters:
 (cake, cone, hide, game, dress, like, came)

- 7** Sketch pictures on chalkboard:
 (cake, cone, game, dress)

- 15** Substitute consonants.

- 17**

BLOCK 94

Test-Study

cow	our
out	down

Lists

1. how — ow (note sound and spelling)
house — ou, silent e
slow — ow (note sound and spelling)
grow — ow
2. walk — silent l
stop — st
3. school — ch (variant spelling of k-sound)
— oo

Activities

6 Suggested sentences:

- a) When it begins to rain, you must _____.
- b) Do not run, just _____.
- c) If you aren't fast, you are _____.
- d) The plant is dead; it will not _____.

9 Add endings of comparison to:
slow

Use in sentences.

Add inflectional endings to:

walk, stop, house, grow, school

10 Write the root words of:
slowest, walking, stopped, growing, etc.

16 Substitute consonant blends:

<u>d</u> own	<u>br</u>
<u>w</u> alk	<u>st</u>
<u>h</u> ouse	<u>gr</u>
<u>s</u> top	<u>dr</u>
etc.	

19 Suggested situation: A six-year-old boy; first day in September; boy unhappy; Why? What does he do?

est-Study

(none for this block)

Lists

1. can't) (apostrophe — Be sure pupils
don't) n't know how to pronounce this
didn't) term.)
2. found — ou
then — th, n (Be sure pupils hear the ending
sound of this word.)
3. (none for this block)

Activities

Other contractions: Write the two words for:

can't don't didn't isn't
I'll you're I'm

- 10** Have pupils use the word lists for the first ten blocks in the Practice Books to find:

- a) words for people;
- b) words that tell what children do;
- c) words for colors;
- d) words that tell *when*;
- e) words that tell *how*.

BLOCK 96

Test-Study

boys good
toy a

Lists

1. took - oo) same letters spell two different
room - oo) sounds
feet)
seem) - ee
2. wish - sh
just - st, j
3. father - a (variant spelling of the second sound of this word)

Activities

15 Suggested sentences:

I *took* my radio with me.

Will you bring your _____? (*book*)

Mother will _____ a hamburger for us. (*cook*)

Hang your coat on this _____. (*hook*)

_____ at this new model. (*look*)

16 Substitute consonant blends:

room - br, bl, gr, gl

took - br, cr

feet - sw, sl, fl

just - tr, cr

18 Suggested sentences:

a) I _____ that I could fly. (*wish*)

b) He _____ his coat to his _____. (*took, room*)

c) His _____ to be too big for his shoes. (*feet, seem*)

d) I went to the ball game with my _____. (*father*)

e) _____ look at what I have. (*just*)

etc.

19 Suggested situation: Boy wanting new cowboy boots; goes to his Dad; his Dad wants to see the old ones first; etc.

BLOCK 97

Test-Study

big are
day look

Lists

1. cut
 cutting — tt
 bigger — gg
 biggest — gg
2. your — u
 tell — ll
3. lady — y

Activities

10 Find the root words:

<i>cutting</i>	<i>bigger</i>	<i>biggest</i>
<i>helping</i>	<i>getting</i>	<i>stops</i>
<i>stopped</i>	<i>slowest</i>	<i>wishes</i>

11 Write the words from the list in which there are “silent” letters.

7

4 Words that mean *the opposite of*:
 listen, my, little, smallest, night, man
Words that mean *the same as*:
 say, larger, chop, see, woman

3 Suggested sentences:

- a) Don't say where the candy is. (tell)
- b) My cat is much larger than yours. (bigger)
- c) I can chop this wood. (cut)
- d) The woman wore a pretty red coat. (lady)
- e) I can see. (look)

BLOCK 98

Test-Study

her for
bird yes

Lists

1. girl — ir
or
2. open — en
opened — ed
opening — ing
3. letter — tt, er

Activities

- 2** Suggested definitions:
- a) someone who wears a dress;
 - b) something that flies;
 - c) something the mailman brings;
 - d) not shut;
- 4** Write the plural forms of:
girl, letter, bird
- 18** Suggested sentences:
- a) The boys and _____ must come. (girls)
 - b) Do not keep *shutting* and _____ the door. (opening)
-

BLOCK 99

Test-Study

here play
book

Lists

1. hard — ar
horse — or, silent e
first — ir, st
2. looked — ed
put — u (variant spelling of the sound)
3. birthday — ir, compound word

Activities

- 8** Add endings: To which words can you add these endings?
- er, -est — (hard)
-s — (horse, put, birthday)
- 10** Write the root words:
looked, putting, hardest, horses
- 12** Make compound words:
- | | |
|--------|-------|
| bed | day |
| birth | room |
| to | boy |
| cow | day |
| play | room |
| school | house |

BLOCK 100

Test-Study

baby up
was to

Lists

1. babies — i, es
ladies — i, es
2. before — silent e
after — er
3. (none for this block)

Activities

- 5** Write plural forms:
baby, lady, story, apple, dress,
pony, penny, bunny, party, puppy
- 8** Add endings -er, -est:
pretty, happy, sunny, funny, sleepy
Use each word in a sentence.
- 10** Write the root words:
babies, ladies, dresses, bunnies, etc.
- 15** Use words from Blocks 96 – 100.
- 19** Write a story that was suggested by the words in the list.
-

BLOCK 101

Test-Study

but sat
you fat

Lists

1. thing — ng
think — nk
2. read — ea
reads — ea, s (z-sound)
3. morning — or, ing

Activities

- 16** Substitute consonant blends:
thing — sw, st, sl, br, fl, cl
think — st, sl, br, dr, cl, bl
How many of the new words can you use?
- 12** Compound words: How many can you think of in which the root word *thing* is one part?
(anything, something, everything, nothing)
- 18** Suggested sentences:
- a) I can _____ my book. (read)
 - b) He _____ his book. (reads)
 - c) Everyone can _____ .(read)
 - d) Everyone _____ . (reads)

BLOCK 102

Test-Study

may	by
way	get

Lists

1. face - ce (s-sound)
cry - c (k-sound)
bag - g (g-sound)
large - ge (j-sound)

2. better - tt, er
much - ch

3. milk - i (Be sure that pupils pronounce the vowel in this word correctly)

Activities

11 Silent letters.

9 Add endings of comparison:
large

15 **16** *face* - (lace, mace, pace, race)
- sp, br, gr, tr, pl
cry - (dry, fry, pry, try)

13 Change vowel in:
bag (big, beg, bog, bug)

A Use sentences such as the following to emphasize the meaning of *better*.

Paul - My book is very _____. (good)

Ted - But mine is much _____. (better)

Joe - And mine is the _____ of all. (best)

17 Proofreading.

BLOCK 103

Test-Study

run red
ran sun

Lists

1. farm – ar
 farmer – er
2. from – ro – (Be sure pupils hear the sequence of sounds.)
 were – silent e
3. men – e (Be sure pupils are pronouncing the medial sound correctly.)

Activities

2 Using the word in brackets to make the new word, write the word that means:

- a) someone who grows seeds; (grow)
- b) someone who stays in a room in a house; (room)
- c) someone who plays; (play)
- d) someone who spells; (spell)
- e) someone who farms. (farm)

5 Write the plural forms of:
 farm, farmer, man

18 Suggested sentences:

- a) The _____ planted corn on his _____. (farmer, farm)
 - b) The _____ came to help. (man)
 - c) They came _____ the city. (from)
 - d) They _____ helping the _____. (were, farmer)
-

BLOCK 104

Test-Study

this will
three did

Lists

1. cent – c (s-sound)
 cost – c (k-sound)
2. ride – silent e
 what – wh, a (variant spelling of sound)
3. sister – er

Activities

19 Suggested situation: A boy and a girl at the fair.

14 Use words from Blocks 101-104.

20 Proofreading.

BLOCK 105

Test-Study

cowboy
today
into

Lists

1. cannot)
 good-bye) Emphasize that these are *compound* words.
 anything) Note the *two* root words in each.
2. buy — silent u, y spells the long i sound
 keep — double e
3. penny — double n, y spells the long e sound
 pennies — y changes to i, es

Activities

10 Root words. Remind pupils that all compound words have *two* root words.

6 Using opposites.

For example:

The sun is shining _____; yesterday it rained. (today)

Take the ball out of that box. Put it _____ this new one. (into)

David _____ do what I can. (cannot)

If you do not have anything, you have _____. (nothing)

If you want to sell your dog, I will _____ it. (buy)

11 Silent letters.

5 Write the plural forms of:

cowboy, penny, bunny, lady

st-Study

bat had
Dad of

Lists

1. away) ay spells the long a sound
 say
- boat)
- coat) oa spells the long o sound
- road)
2. where - wh, silent e
 shall - sh, double l
3. child - ch, long i sound

activities

- 15** Substitution of initial consonants.
Suggested sentences:

The *boat* can sail on the _____. (moat)
Put a *coat* on the _____. (goat)
I saw a _____ on the *road*. (toad)
The horse pulls a _____ along the *road*. (load)
The *child* looks at the _____ animal. (wild)
A little *child* can play outside on a very _____ day. (mild)
Where can I go? You can go _____. (there)

- 11** Silent letters.

- 2** Write the word that means:

- a) to talk;
- b) a little girl or boy;
- c) something to wear;
- d) where you see cars;
- e) what sails on the water; etc.

- 19** Suggested situation: Children talking about taking trips;
ask each other where they will go.

BLOCK 107

Test-Study

hill his
home far

Lists

1. train)
 wait) ai spells the long a sound

 each)
 ear) ea spells the long e sound
 dear)
2. name — silent e, long a sound
 near — ea
3. city — y spells the long e sound
 cities — y changes to i, add es

Activities

- 16** Substitute blends:
For example,
 train — gr, br, dr, st
 name — bl, fl, fr
 near — cl, sm
- 1** Rhyming words.
- 18** Choose the right word for sentences.
- 19** Writing.
-

BLOCK 108

Test-Study

back blue
black if

Lists

1. kind — nd
 kindly — add ly) stress usage
 slowly — add ly)
2. their — ei — stress use of this word
 give — silent e
3. bus — u
 zoo — double o

Activities

- 8** Add endings.
For example,
 add er and est to: *kind*, *slow*.
- 5** Write the plural forms of *bus*, *zoo*.
- 20** Proofreading.
Write a story with the class.

OCK 109

est-Study

balls egg
cap him

Lists

1. saw) aw
paw)
because — au, silent e
2. gave — silent e
want — nt
wanted — ed, pronunciation
3. doctor — c represents *the k-sound*, or
animal — pronunciation, i

Activities

- 1 Write words that rhyme with *saw*, *gave*.
 - 11 Silent letters.
 - 19 Have the pupils write a story that the words in the spelling list make them think of. Have them proofread for errors in spelling of the words in the spelling list.
-

OCK 110

est-Study

oh us
too one

Lists

1. candy — y spells the long e sound
eye)
fly) — y spells the long i sound
yet — y as a consonant
2. made)
make) silent e, distinguish d and k
3. shoe — oe
write — silent w and e

Activities

- 2 Write the word that means:
 - a) something sweet to eat;
 - b) what a bird can do;
 - c) something to put on your foot;
 - d) what you do with a pencil.
- 15 Substitute initial consonants in: *yet*, *make*.
- 16 Substitute consonant blends in:
fly — dr, sk, st, tr, sp, sl, cr, fr, pr
- 18

BLOCK 111

Test-Study

cold pet
find some

Lists

1. night)
 right) – silent gh
 caught) – au
2. off – double f, pronunciation
 clean – cl, ea
3. children – dr
 please – ea, silent e
 thank – ank (pronunciation)

Activities

- 15** **16** Substitute consonants and consonant blends:

night (s, t, f, l, m)

(br, fl, sl, fr, bl)

thank (dr, fl, pl, sp, cr, fr, pr, cl, bl)

- 4** Write the words from your spelling list that mean the opposite of:

day, *wrong*, *dirty*, *grown-ups*,

on, *hot*, *lose*, *none*

BLOCK 112

Test-Study

box old
cook pig

Lists

1. quick – qu, ck
 boxes – x, es
 these – silent e, sound spelled by s
2. use – silent e, sound spelled by s
 ask – sk, sound spelled by s
3. afraid – fr, ai
 ice – silent e, sound spelled by c

Activities

- 18** Complete the sentences using words from the lists:

a) _____ have many toys in them. (these, boxes)

b) Are you _____ to open them now? (afraid)

c) Be _____ and no one will see. (quick)

d) No, I must _____ my mother first. (ask)

e) Here are some _____ skates. (ice)

f) When will you _____ them? (use)

- 16** Add initial consonants to:

ask – b, c, m, t, fl

ice – d, l, m, n, r, sl, pr

Substitute blends for qu:

quick – st, br, tr, fl, sl, pr, cl

- 4** Write the word that means the same as:

fast, *scared*, *question*.

- 8** What endings can you add to these words:

quick, *use*, *ask*, *box*, *cook*, *pig*, *old*

Write the words with the endings.

- 20** Proofreading.

LOCK 113

Test-Study

hat can
two cans

Lists

1. used — sound spelling by s, silent e
 quiet — qu, i, et (stress pronunciation)
2. little — double t, silent e
 those — th, silent e
3. television — sound spelled by sion
 talk — silent l, sound spelled by a
 show — ow

Activities

- 19 Write a story about a favorite television show.
 - 10 Write the root words of these words:
 used, quietly, talking, shows.
 - 4 Write the words that mean the opposite of: *big, noisy.*
 - 18 Suggested sentences:
 - a) These toys are mine; _____ are yours. (those)
 - b) We _____ a pencil to write with. (used)
 - c) The children make no noise; they are very _____. (quiet)
 - d) Please be quiet. Do not _____. (talk)
 - e) _____ me your new dress. (show)
 - f) We watched an exciting _____ . (television, show)
-

LOCK 114

Test-Study

hen some
its ten

Lists

1. coming)
 doing) ending -ing
 forget)
 upon) — compound word
2. need
 next — x
3. week — ee
 once — sound spelled by on
 sound spelled by ce

Activities

- 10 Write the root words of:
 coming, doing, weeks, needing
- 16 Substitute consonants and consonant blends:
 need — d, f, h, r, s, w; st, gr, sp, fr, bl
 week — m, p, s; sl, cr
- 19 Write a story beginning "once upon a time _____."
- 14 Classify words from the previous 10 block lists as:
 - a) compound words;
 - b) words for people (*child, doctor, etc.*);
 - c) words for things (*train, candy, etc.*);
 - d) words that tell what we do (*buy, keep, give, want, etc.*);
 - e) words that tell how (*slowly, quiet, etc.*).

BLOCK 115

Test-Study

then fan
said pan



(The words in the Test-Study lists for Sections 4 and 5 are selected from the words the regular lists of Sections 1 and 2. This built-in review of words will help the pupils discover those words that still need study.)

Lists

1. I'll)
I'm) the apostrophe
I've)
it's)
2. been — ee (pronunciation is different from spelling)
than — th
3. bad

Activities

- 1 Write words that rhyme with: *fan, bad*
 - 13 How many different words can be formed by changing the vowels in *fan, bad, than*?
 - A Write the words from which the contractions in List 1 have been formed.
Write other contractions. Use them in sentences.
-

BLOCK 116

Test-Study

eat hall
mother wall

Lists

1. about)
along) pronunciation of first syllable



(It is very important that, in pronouncing words in spelling lessons, the sound is not distorted. The word must be pronounced as the child is accustomed to hearing and using it. The exaggeration and distortion of sound in spelling lessons is one reason that pupils achieve successfully in formal spelling periods, but are poor spellers when on their own.)

2. every — er
hop
3. hopped — pronunciation (t) and spelling of ed
hopping — pp
jump — mp

Activities

- 8 Add endings to *eat, jump*. Use each of the words in a sentence.
- 3 Write the following sentences, changing the underlined words to ones from the word lists:
 - a) I will have supper now. (eat)
 - b) Jerry's beautiful lady came with him. (mother)
 - c) The man who said he was a fly climbed straight up the side of the building. (wall)
 - d) All the pupils marched into the huge room. (hall)
- 19 Write a story about a boy and a toad.
- 20 Proofreading.

BOOK 117

Test-Study

help they
story that

Lists

1. food — oo
 phone — ph
2. again — pronunciation and spelling
 under
3. fire — silent e

Activities

- 5** Write the plural forms of:
- story, phone, fire.*
- 1** Write words that rhyme with *phone*.
- 12** Make compound words:
- story fire time place teller
- A** Write the two-syllable words from the lists.
In another list, write the one-syllable words.
- B** Write the words that use two letters to spell one sound.
-

BOOK 118

Test-Study

have green
any brown

Lists

1. seven — pronunciation and spelling
 until — one l
2. with
 color — pronunciation and spelling
3. soft
 white — silent e

Activities

- 4** Write words that mean the opposite of *any*, *with*, *soft*, *hard*.
Choose a word (or words) from the list that describes each of the following:
- | | | |
|----------|------------------|-------|
| feathers | snow | hair |
| leaves | days of the week | grass |
- 9** Add endings of comparison, er and est to: *soft*, *white*.
Use the words in sentences.
- 18** Complete the following sentences with words from the lists:
- a) Today is Sunday. It will be _____ days
 _____ next Sunday. (seven, until)
 - b) The picture was beautiful _____ of
 (soft, colors) blue, red, _____, _____, and
 _____. (white, green, brown)
- 19** Suggested situation:
- It is a lovely summer day. The sky is blue but there are many clouds floating across it. You are lying on your back looking up into the sky. Tell what you see.
- 20** Proofreading.

BLOCK 119

Test-Study

went work
 who pretty
 funny happy

Lists

1. know)
 climb) silent letters
 wrap)
2. everyone)
 everywhere) compound words
 soon — oo
3. snow — pronunciation of ow
 time — silent e

Activities

- 9** Add endings of comparison to *funny, pretty, happy, soon*.
 - 6** Finish each sentence with a word from the lists that means the opposite of the underlined words:
 - a) I can play, but you must _____.
 - b) No one came; _____ stayed home.
 - c) If you unwrap that box, you must _____ it up again.
 - 8** Add inflectional endings to: *know, climb, wrap, work*.
 - 11** Write the words in which there are silent letters.
 - 16** Substitute consonant blends to form new words from *soon, snow, (spoon, croon); (blow, grow, flow, crow, glow)*.
-

BLOCK 120

Test-Study

there fast
 over brother

Lists

1. cookies — pronunciation
 eight — pronunciation, ei, silent gh
 tried — ie
2. almost — one l
 more — silent e
3. must — st
 Miss — ss

Activities

- 14** Have the pupils classify the words in Blocks 115-120 under:
 - a) words that represent people;
 - b) what we can do;
 - c) words that tell what something is like (that describe);
 - d) words that tell how.

*(Not all of the words in the lists will fall into the above categories.)

- A** Write the singular form of *cookies, brothers*.
- 10** Write the root word of *tried*.
- 19** Writing.
- 20** Proofreading.

est-Study

going apple
 now has
 fell got

Lists

1. takee - silent e
 taking - e is dropped
2. which - wh
 other - pronunciation and spelling
 many - pronunciation and spelling
 does - pronunciation and spelling
3. heat - ea
 hand - nd

Activities

- 15** Complete the sentences by using words obtained by substituting the initial consonant of *now*.

I am going to the farm *now*.

_____ will you get there? (how)

I heard a noisy _____ going on in the barn. (row)

A _____ came running out chased by a rooster. (cow)

"_____! Just look at that!" I yelled. (wow)

- 10** Write the root words of:

does, taking, hands, handed, going, apples, others, heater.

- 18** Suggested sentences:

- a) To *heat* a room, you could use a _____. (heater)
- b) _____ me the scissors, please. (hand)
- c) I have _____, _____ dolls. (many, many)
- d) _____ book do you like best? (which)
- e) How many _____ coats have you? (other)

BLOCK 122

Test-Study

best	game	hide
new	dress	cake

Lists

1. leaf - ea
leaves - v, es
2. would)
could) ou, pronunciation, silent l
3. five - silent e
four - silent u

Activities

- 5 Write the plural forms of: *calf, thief*.
Write a word that is pronounced the same as *would, four, new*, but is spelled differently.
 - 2 Write the words that mean:
 - a) things that grow on trees;
 - c) something you play;
 - c) something you wear;
 - d) a number that follows *three*.
 - 18 Complete the sentences with words from the lists:
I _____ like to play ball with you. (would)
_____ you come over now? (would or could)
 - 19 Write two or three sentences.
 - 20 Pupils proofread each other's sentences.
-

BLOCK 123

Test-Study

walk	slow	house
stop	school	how

Lists

1. airplane - compound word

chair	}	- pronunciation and spelling
head		
hear		
seen		
heard	- pronunciation and spelling, silent <u>a</u>	
2. very - y
never
3. live - stress two pronunciations depending on use
own - pronunciation and spelling

Activities

- A Use these words in sentences: *hear, heard, live* (short i), *live* (long i), *own, never*.
- 10 Write the root words of: *stopped, chairs, heading, heard, seen, lived, own*
- 18 An *owner* is one who _____ something. (owns)
Have you ever _____ a bright red sky? (seen)
Can you _____ that music? (hear)
I _____ a bird singing yesterday on my way to school. (heard)
This book is my _____. (own)
This soup is _____, _____ good. (very, very)

OCK 124

est-Study

found didn't don't
them can't

Lists

1. try } pronunciation and spelling
 draw }
2. watch — silent t, sound spelled by a
 goes — ending
3. win — w
 sad

Activities

- A** Substitute initial consonants. How many words can be written?
try, win, sad, draw (substitute single consonants for blend dr).
- 13** Write all the words that are formed by changing the vowel letter in:
win, sad.
- 10** Write the root words for:
tried, drawing, found, watched, won, saddest, goes.
- B** Someone who watches is called a _____.
- C** These words have different meanings. Use them in sentences to show the different meanings:
watch, draw
-

OCK 125

est-Study

wish took seem
just room father

Lists

1. gay — ay
 gray — ay
 yard — y
2. cried — ie
3. home — silent e
 door — oo

Activities

- 2** Write the word that means:
- a) a measure of length;
 - b) where you live;
 - c) a color;
 - d) the place where you enter a building;
 - e) happy.
- 14** Classify the words in the lists for Blocks 121-125, under these headings:
- a) things we do;
 - b) things we have.
- 19** Writing.
- 20** Proofreading.

BLOCK 126

Test-Study

your	cut	biggest
tell	cutting	lady

Lists

1. done } — pronunciation and spelling
gone }
pulled — ll
pulling — ll
2. hold — o
held — e
3. tale — silent e) stress differences in meaning
tail — ai)
long — ng

Activities

18 Use words from the lists to complete these sentences:

- a) What have you _____? (done)
- b) Where has he _____? (gone)
- c) I will _____ the baby now. (hold)
- d) I _____ the baby for an hour. (held)
- e) The old sailor told a _____ of the sea. (tale)
- f) The dog's _____ wagged. (tail)

15 Substitute beginning consonants:

tale (bale, male, pale, sale)

tail (nail, rail, pail, sail, wail)

hold (bold, cold, fold, gold, sold, told)

long (bong, dong, gong, song)

19 Write a tale about a tail.

BLOCK 127

Test-Study

open	opening	girl
opened	or	letter

Lists

1. stand — st, nd
stood — st, oo
still — st, ll
2. I'd — apostrophe
he'd — "
climb — long i sound, silent b
3. told

Activities

A Write the contractions for:

I had

I would

we had

he would

she had

we would

B Write other words that have a silent b at the end.
(comb, thumb, bomb, dumb, limb, etc.)

10 Write the root words for *stood*, *told*, *climbed*, *letters*.

C Write other words that begin with st.

16 Substitute other consonant blends in *still* and *stand*.

BOOK 128

Test-Study

looked	hard	horse
put	first	birthday

Lists

1. bring — br
drink — dr, nk
glad — gl
grass — gr, ss
2. nice — c spells the sound of s
3. bath — th
soap — oa
water — pronunciation and spelling

Activities

1 Write words that rhyme with: *drink*, *grass*, *soap*, *nice*.

- 2** Write the words that mean:
- a) you can drink it;
 - b) to swallow some water;
 - c) what grows on lawns;
 - d) happy;
 - e) you use water for it;
 - f) you use it to wash your hands.

19 Write a story about *bath*, *soap*, and *water*.

20 Did you use any other words in your lists in your story?

BOOK 129

Test-Study

before	babies
after	ladies

Lists

1. dishes — es (plural ending)
grades — s (plural ending), silent e
moon's — apostrophe
yours — silent u, s (z-sound)

2. lost — st

3. gold
silver
fairy — ai, y

Activities

10 Write the root words of:
babies, *ladies*, *fairies*, *grades*, *dishes*.

5 Write the plural forms of:
fairy, *moon*, *dish*, *baby*, *grade*.

18 Complete the sentences with words from the lists:

- a) The _____ light shone brightly that night. (moon's)
- b) I have my book; that is _____. (yours)
- c) I have to wash _____ every night. (dishes)
- d) Have you ever seen a _____? (fairy)
- e) I have rings of _____ and _____. (gold, silver)

19 Write a story about what you saw one night when the moon was bright.

BLOCK 130

Test-Study

read thing morning
reads think

Lists

1. prettier — i
prettiest — i
few — ew
most

2. last

3. wind — stress two pronunciations for different meanings.

Activities

- 10** Write the root words of: *prettier, prettiest, reads*.

- 18** Complete the sentences.

- a) Only a _____ children come to school on the bus. (few)
- b) _____ of the boys and girls walk to school. (most)
- c) My doll is _____ than yours. (prettier)
- d) But Jane's is the _____ of all. (prettiest)
- e) Can you _____ your watch? (wind)
- f) At _____ I can ride a bike! (last)

- 4** Complete each sentence with a word from the list that means the opposite of the underlined word:

- a) The first child in the room will be _____ to be out.
- b) Most children come to school on time. Only a _____ are late.
- c) She was _____ than her sister, not uglier.

BLOCK 131

Test-Study

better face large
much cry milk

Lists

1. baker)
cleaner) er ending of agent
worker)
2. round)
around) pronunciation and spelling

3. race — c spells the sound of s

Activities

- 1** Write words that rhyme with *round, race*.

- 18** Complete the sentences.

- a) Someone who bakes is a _____. (baker)
- b) Someone who flies is a _____. (flyer)
- c) Someone who works is a _____. (worker)
- d) Someone who farms is a _____. (farmer)
- e) Someone who cleans is a _____. (cleaner)

- A** Use *round* and *around* in one sentence.

- 16** Substitute consonant blends for the initial consonants of *round, race*.

- 10** Write the root words of:
baker, cleaner, worker, milker, racer.

- 5** Write the plural forms of:
baker, worker, cleaner.

Use the plural words in sentences.

BLOCK 132

Test-Study

from	farm	man
were	farmer	men

Lists

1. only — sound represented by o
herself — lf
ever
2. well
won't — o, apostrophe
3. talk — silent l
rode — silent e

Activities

- A** Write the two-syllable words in the lists. Write the one-syllable words in the lists.
 - B** Write the words in the lists that have short vowel sounds and the ones that have long vowel sounds. Underline the vowel letters that represent the sounds.
 - 11** Write the words that have silent letters. Underline the silent letters.
 - C** Write three other words that have a silent l.
 - D** Write the word that is a contraction and the words for which it stands.
Write four other contractions.
-

BLOCK 133

Test-Study

ride	cent	sister
what	cost	

Lists

1. short — sh
shut — sh
such — ch
2. isn't — apostrophe
six — x
top

Activities

- 14** Classify words in the last six blocks.
- A** Write five other words that have sh in their spelling.
Write three other words with ch.
- B** Write the words for the numbers 1 to 10.
- C** What words mean the opposite of:
tall, open, bottom.

PART 4 INTERPRETATION LESSONS LEVEL 4

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Following LESSON 1 directions

In Grade Two it is important that pupils can understand and follow printed directions independently.

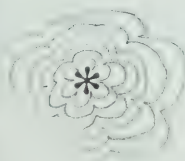
Write on the chalkboard the following directions that are used frequently in the pupil's Practice Book:

directions

Circle the correct word.
Underline the correct endings.
Write the best word on the line.
Put the right numeral on the line.
Match the words that mean the same.
Join the words that mean the same.
Think of a word to write in the blank.
Write the ending.
Write one or two sentences.
Find the answer to each question and write it on the line.
Number the sentences in the right order.

1. Discuss the importance of reading directions carefully and following them exactly. Bring out that directions tell you what you are to look for in an exercise and how you are to indicate your answer.

2. Have the pupils read each of the directions on the chalkboard. Have them locate first the word (or words) that tell *how* the answer is to be indicated or given. Have a pupil underline in red the key word or phrase in each direction.



3. Repeat the same procedure for words and phrases that tell *what the reader is to look for*.

Be sure pupils understand what they are to do when the directions say, for example, "Number the sentences in the right order," or "Write the *numeral* on the line."

4. The directions listed are only sample directions from the Practice Book. Have the pupils suggest other things they might be asked to do, such as "List," "Make an X on," "Draw," and so on.

Then have them look at their Practice Books. Begin with Page 2. Point out that it is easy to recognize the directions because they are in heavy, black type (**boldface**). Have the pupils read, discuss, and mark the directions for a few pages in the same manner as was done with those on the chalkboard.

Suggest that this will guide and help them when they are asked to complete the exercises. Suggest also that when they work on other pages, it is a good plan to mark the key words in the directions before they begin.



Teachers, of course, realize that *complete* written directions for pupils are not possible for every exercise. For these the teachers must supplement the directions. However pupils should be encouraged, whenever possible, to complete exercises independently.

LESSON 2



Teachers are aware that there are two levels of *Stories to Study: Book A* to be used by the average and above-average pupils, and *Book B* to be used by the slower learning children. (See the Introduction, Page 10.)



Note that in most lessons, though the selections differ in reading level, the same procedure can be used with all groups of pupils.

The purpose of this lesson is to teach pupils to pick out the facts in a selection essential to understanding the main idea. This is basic to making a statement of the main idea.

1. Write these sentences on the chalkboard:

- a) The big boy was running down the street.
- b) The old man petted the little dog.

Have the pupils:

- a) read the sentences aloud;
- b) give one word that tells who;
- c) give one word that tells what he's doing;
- d) for the second sentence, give one word that tells to whom the action is directed.

2. Place these headings on the board and, under them, list the words as given by the pupils:

<u>who?</u>	<u>did what?</u>	<u>to whom?</u>
boy	was running	
man	petted	dog

Explain to the pupils that *stories* usually tell about *someone* and *what he is doing*.

Pupils read
STORIES TO
STUDY,
Page 1

3. Use the story "The Lion and the Mouse" and apply the above technique. Each paragraph should be read and discussed separately. List the questions below and record the pupils' responses.

questions	<u>who?</u>	<u>did what?</u>	<u>to whom?</u>
possible responses	a) lion b) mouse c) mouse d) lion e) men f) mouse	slept woke promised to help set free trap set free	lion lion mouse lion lion

4. Have the pupils combine the ideas in a) and b), in c) and d), and in e) and f), into three complete sentences. Write the sentences on the board. This forms an outline of the story. From the outline have the main idea stated. (*A little mouse saved a lion as he had promised.*)

5. Have the last paragraph read aloud. Ask the pupils how it differs from the other paragraphs (not part of the story action; a statement of an idea—really the main idea of the story).

Independent Exercise

LESSON 3

The purpose of this lesson is to teach pupils how to find the main idea of each of several parts of a story, and using these, to state the main idea of a whole story.

Recall with the pupils that the main idea of a selection is often obtained by putting together the main ideas contained in each of the sections within it.

Have the pupils read the story, "Dan's Ranch," a section at a time. Before the pupils read each section, give them the question and ask them to read to find an answer. Record the answers on chart paper. (Keep the chart for use in Lesson 6, Noting details.)

Pupils read
STORIES TO
STUDY,
Pages 2-3

Questions:

- | | |
|-----------|---|
| Section 1 | What did Dan want? |
| Section 2 | What pets did he try? Why didn't he like them? |
| Section 3 | What pets did Mother suggest? |
| Section 4 | Which pet did Dan decide he wanted? |
| Section 5 | What did Dan and Dave do about this? |
| Section 6 | What did they name the chipmunk's home? |
| Section 7 | What did his friends think of his pets? |

Note that each answer should give the main idea of the section.

A sample chart

1. Dan wanted a pet that was different.
2. He tried a worm and a ladybug but they weren't any fun.
3. Mother suggested pets the other kids had.
4. Dan decides he wants a chipmunk for a pet.
5. Dan and Dave trap a chipmunk.
6. The pets get a good home called "Dan's Chipmunk Ranch."
7. Dan and all the kids think he has the best pets.

Have the pupils decide upon a sentence that will express the main idea of the whole story.

Have the chart re-read aloud while pupils note how each sentence contributes to the main idea of the selection.

Independent Exercises

Stories to Study A and B:

1. ON YOUR OWN, Page 3
2. Page 4

YOUR OWN
exercise

Using the **LESSON 4**
Table of Contents

Pupils will have used the Table of Contents in Grade One, but since using a Table of Contents is an important reference skill, the ability to use one quickly and accurately should be reinforced here. Ask the pupils how a Table of Contents helps them (tells what the book is about; tells on what pages to find selections).

Use the Table of Contents in *Out and Away*.

Ask the pupils in what part of the book they can find the Table of Contents and have them turn to it.

Use the following questions to acquaint pupils with the use of section headings, story titles, and page numbers.

sections

1. The title of the first section in the book is "On My Own."

How many sections are there?

What is the title of the second section?

stories

2. Each section is divided into stories. The title of story 1 in the first section is "Kate's Other Friends." What is the title of story 4 in the first section? Story 5, second section? Story 6, first section? Story 3, second section?

page and story
title

3. Look at the Table of Contents for the first section.

On what page does the story called "The Politest Giraffe in Africa" begin?

On what page does "Let's Walk to School" begin?

On what page does "Noises in the Dark" begin?

4. Look at the Table of Contents for the second section.

On what page does "Mr. Gregory's Red Galoshes" begin?

"A Special Sort of Day"? "Alexander"?

On what page does the last story in this section begin?

What is its title?

5. Which story begins on page 22? on page 71? on page 79?

on page 141?

6. Look at the name of the selection that begins on page 52.

What do you notice about the way in which it is printed? (different type—italics)

Why do you think it is different? (a poem) Turn to page 52 and find out what the selection is. Find the names of some other poems in *Out and Away*.

Have the pupils help you to compile a Table of Contents for a make-believe book using names of familiar stories or fairy tales. This could be set up on a chart.

Independent Exercise

exercise

Stories to Study A and B: Page 5

Understanding
Place meaning
Text narration

LESSON 5

The purpose of this lesson is to teach pupils to understand that quotation marks indicate the actual words of a speaker.

Pupils read
STORIES TO
STUDY,
Page 6 (top)

Use the selection "The Mouse and the Lion."

1. Have the selection read silently as far as the end of number 5.

questions

What is the first thing that someone says in the story?

How do you know that someone said it? (quotation marks)

What did the mouse answer?

What helped you decide upon his answer? (quotation marks)

In number 4, what is the first word the lion said?

the last word? How can you be sure?

How did the lion speak to the mouse? (*roared*)

Was the mouse afraid? How do you know? (*squeaked*)

Think how you would read what the lion and mouse said.

Have the pupils underline the words used to indicate that someone is talking. (*roared, cried, asked, laughed*)

Have the conversation between the lion and the mouse, to this point, read by two pupils. (Remember that, in reading orally a conversation, there is no need for the reader to say "roared the lion," "squeaked the mouse," and so on.)

2. Use the remainder of the selection in the following way:

Have a vertical line drawn between the words spoken and the remainder of the sentence.

Note the variation in the position of the direct words of the speaker.

Have pupils answer in the direct words of the speaker in answer to the following questions:

- What did the mouse ask the lion?
- What did the lion say?
- When the mouse told the lion to lie still, what did the lion answer?

Independent Exercise

ON YOUR OWN

Stories to Study A and B: ON YOUR OWN, Page 6

Noting details –
to support the
main idea

LESSON 6

Use the Main Idea Chart prepared in Lesson 3, and the selection, “Dan’s Ranch

Review with the pupils how we read to find the main idea (quickly – looking for important thing that the section is about).

Have the sentences in the Main Idea Chart read aloud. Recall the main idea of the whole story. Then tell the pupils that many little ideas (details) in each part help to select the main idea. It is important that we read very carefully to understand and remember details. The details then help us to understand the main idea.

Pupils read
STORIES TO
STUDY,
Pages 2-3

Have the pupils re-read “Dan’s Ranch” for details to support the main idea of each section. The following questions are suggested for guiding pupils:

Suggested questions:

Section 1

Read the sentence that tells you why Dan wanted a different pet.

Which pets wouldn’t be different for Dan?

Section 2

Dan found two things that were different. What were they?

Why didn’t he want them for pets?

Section 3

Who made suggestions?

What were they?

Why weren’t they good suggestions?

Section 4

Who made a suggestion?

What was it?

Find three reasons why a chipmunk was an acceptable pet for Dan.

Read the words that mean the same as: “It is different.”

Section 5

Have this section read *after* telling the pupils that they will be asked to tell, in the correct order of events, how to trap a chipmunk. Then have the details given orally.

How do you know that the chipmunk wasn't hurt?

Section 6

How did Dan happen to get two more chipmunks?

Dad helped them make a good home for the chipmunks. What words tell that it was a good home?

Why do you think they called it "Dan's Chipmunk Ranch"?

Section 7

Why was Dan satisfied with his new pet?

Independent Exercise

exercise

Stories to Study A and B: Page 7

ng details —
find specific
information

LESSON 7

The purpose of this lesson is to teach pupils how to locate details as they read. Two situations are provided: (1) a question is given prior to reading, so pupils know which details to look for; and (2) the reading is not guided beyond telling pupils they will be expected to recall the details. In the first situation, the pupils must recognize the importance of holding the question in mind as they read. In the second, *all* details must be noted.

Use the selection "My Friends."

- * Ask the following questions *before* asking the pupils to read. Have the pupils read to find the answers.

Pupils read
STORIES TO
STUDY,
Page 8

Paragraph: 1

Where do "I" see my friends?

2

What three types of mail does Mr. Barker bring?

3

How does Mr. Martin help?

Paragraphs
4 and 5

- * The pupils now co-ordinate information from two paragraphs, combining similar ideas and information.

Have paragraphs 4 and 5 read. THEN ask the following questions:

Who were the two friends?

How often did the child see them?

What happened in the dentist's office?

When did he see the doctor?

What did the dentist say?

Paragraph 6

* The pupils now look for two sets of information.

Pose both the following questions. THEN have the pupils read paragraph 6.

Group A: What does the boy do while Joe cuts his hair?

What two types of haircut does he get?

Group B: When does the boy go to the barber?

What two types of haircut does he get?

Paragraph 7

Ask the following questions *before* having the paragraph read.

Where does Tony work?

When does the boy see Tony?

Paragraph 8

What did Tom do that was fun for the boy?

What two places does he see Tom?

Who thinks the boy is lucky? Why?

Culminate the lesson by having the main idea of the whole selection stated. the details should contribute to the pupils' understanding of the main idea.

Independent Exercise

exercise

Stories to Study A and B: Page 9

Forming sensory impressions — visual LESSON 8

The ability to form sensory impressions as one reads helps to make reading a meaningful experience. Only as the reader "sees," "hears," and "feels" will he participate vicariously in the events he reads about.

For this lesson, a story is provided that offers only general descriptions of the setting and the story characters. Thus the reader will have to rely heavily on his imagination to fill in the details of the pictures suggested. Since definitive descriptions are not given, each reader will probably form a quite different idea of each scene. Encourage this, but at the same time develop the understandings that (1) as we read and form pictures in our minds, we add much to what the words actually state; (2) story details provide the basis for the picture formed and set limits to the reader's use of his imagination. The reader can add to, but cannot alter, the details.

GROUP A
Pupils read
STORIES TO
STUDY A,
Pages 10 — 11

Have the "The Golden Touch"(A) read in sections as indicated. Questions are suggested for each section.

Have two or three pupils answer each question and let the class as a group discuss in each case, (1) what the story provided and (2) what the reader provided. Be sure pupils are aware that there is no one right answer.

Suggested questions:

- Section 1 What does Marygold look like?
Describe the king's strong room.
- Section 2 What did the king's visitor look like?
What does the king want?
- Section 3 What does the king's room look like now?
- Section 4 What kinds of flowers do you see?
How do you picture the garden now?
- Section 5 How does the king's breakfast table look?
- Section 6 How does Marygold look now?
- Section 7 What is the king doing in his strong room?
- Section 8 What is the strange man wearing?
What did he ask?
- Section 9 What does Marygold look like now?
Describe the king.

Independent Exercise

exercise

*Stories to Study A: Page 12***GROUP B**

Pupils read
STORIES TO
STUDY B,
Page 10

Have the story "The Little Pine Tree" read in sections as indicated.

Suggested questions:

- Section 1 Describe how the forest looks.
What would the little pine tree see if he looked around?
- Section 2 How do you think the forest fairy looks?
- Section 3 Describe the tree with its gold leaves.
How does it look after the man picked them?
Why did he take the leaves?
- Section 4 Tell what one glass leaf would look like.
Why was the tree proud?
- Section 5 Describe the tree in the storm.
- Section 6 How does the forest look now?
(Pupils should relate the scene in Section 6 to Section 1.)

Independent Exercise

exercise

Stories to Study B: Pages 11 and 12

LESSON 9

The purpose of this lesson is to teach pupils the function of the basic punctuation marks in writing. Punctuation marks not only separate thoughts as expressed in sentences, but indicate, to some extent, the intonation that one would hear if these thoughts were spoken.

exclamation mark

- 1. List the following examples on the board:

Oh dear! Oh dear!
Bill! Lucy!
Help! Help!
Look! Here comes the fire engine!
What a beautiful day!

Have the pupils read the examples aloud, using proper expression to indicate a feeling. In all the examples but the last, different pupils may express different feelings but all should be strong feelings as indicated by an exclamation mark.

Ask:

- What feeling did each person express?
- What effect do these sentences have on the listener?
(make you pay attention and become interested)
- If you are reading silently, what would indicate to you unusual excitement, interest, or attention?
(exclamation mark)

Explain to the class that punctuation marks are used in writing to give some indication of the way the voice would sound if the idea were spoken.

question mark

- 2. List the following examples on the board:

What is this?
Where are you?
How did you make it?
When can I come?
Who is there?
Why do you cry?

Have the pupils read the sentences aloud.

Ask:

- What kind of sentences are they?
- How do we know by looking at them?
- What words tell it will be a question?
- Underline the question words and the question marks.
- When you ask a question, how is your voice different from when you use an exclamation?

statement

3. List the following statements on the board:

The band is playing.
I have cookies for you.
I can go swimming.

Have the sentences read aloud.

Ask what each sentence does.

Have the pupils note the punctuation and circle each period.

Have each statement changed to a question, to an exclamatory sentence.

Write the new sentences beside the statements.

Have the pupils indicate the correct punctuation.

Have the three sets of sentences read aloud.

4. Present and discuss the following examples. Have the pupils tell:

(a) kind of sentence, (b) punctuation, (c) intonation of voice.

What pretty flowers!
What kind of flower is it?
When are you going?
When I go, I'll tell you.
How do you do it?
How happy I am!

Using the examples below, have them read aloud. Discuss the meaning and feeling in each. Relate this to the punctuation marks.

a) I am ready.
Are you ready?
All ready!

b) They will go.
Let's go! Let's go!
Go where?

Independent Exercise

Stories to Study A and B: Page 13

LESSON 10

g sensory
pressions
auditory

The purpose of this lesson is to increase the pupils' awareness of words and situations that convey auditory impressions—to help them to "hear" as they read.

"The Day Mother Went Shopping" describes the mood of a little boy who has come home to an empty house. Everyday noises are magnified as he wonders how to occupy himself until his mother comes home. Most children will have experienced this sensation. It is important that they have such an experience in mind as they read the story.

After preparing the pupils for the theme of the story, have them read it in four sections as indicated, thinking, as they read, of the sounds to be heard.

pils read
RIES TO
STUDY,
es 14-15

Section 1

Pupils have probably noted:

- (1) Hal's feet on the sidewalk;
- (2) the boat flapping in the wind;
- (3) Hal's feet going up the steps;
- (4) Hal pushing on the door.

Section 2

Read this section *orally to the pupils*. Discuss the sounds Hal heard and the "sound words" used to represent them. Bring out that the sounds are magnified by the silence of the house. This can be demonstrated effectively by having your pupils sit very quietly and listen to noises that ordinarily pass unnoticed, such as (1) the sound of a "red paper boat" tossed on a desk, (2) a boy walking across the room, (3) a proverbial "pin drop".

Section 3

Treat as Section 1.

Section 4

Bring out the busy, happy noises that overshadow the noises of the empty house.

Independent Exercise

ON YOUR OWN

Stories to Study A and B: ON YOUR OWN, Page 15

Recognizing
relationships
— sequence

LESSON 11

The purpose of this and the following lesson is to have the pupils note the sequence of events as they read and to recognize that the sequence is determined by the relationship among the events.

Pupils read
**STORIES TO
STUDY,**
Page 16

Use the story "Sue and Her Pony" to illustrate how each event follows logically from the previous one; and that any change in the sequence would effect major change in the story.

1. To clarify the concept of such a sequence, do the following exercise.

Tell one pupil to do a simple task such as write his name on the board. Then, on the board write the heading, "What John Did," and have the class list the sequence of actions as:

stood up
walked to the board
picked up the chalk
wrote his name
set down the chalk
turned around
walked to his place
sat down

It will be readily apparent that John could not alter the sequence and still accomplish his task.

2. Now write on the board "What Sue Did," and instruct the pupils to read the story "Sue and Her Pony" and be prepared to list her actions in sequence. Following the reading, list them on the board as:

- (1) Sue went to ride her pony.
- (2) Sue heard the brown cow.
- (3) Sue saw what was wrong.
- (4) Sue jumped down from her pony.
- (5) Sue tried to move the calf.
- (6) Sue held the calf's head up.
- (7) Sue sent Snow home.
- (8) Sue stayed with the calf.
- (9) Sue called to her father.
- (10) Sue went home with her father.

Pupils may re-read the story as a means of checking to be sure the important events are included. They should recognize the sequence as giving the main ideas of each part of the story and be aware that many of the details (for example, in the first paragraph) add to the story interest but do not add an event to the sequence.

Independent Exercise

exercise

Stories to Study A and B: Page 17

recognizing
relationships
- sequence

LESSON 12

1. Write the following sentences on the board:

Peter went along the street to the store.
Peter's mother said she needed some groceries.
Peter took all the groceries home in his wagon.

Have the pupils arrange them in the correct order to make a sensible story.

2. Write the following sentences on the board:

Peter met the postman on his way to the store.
Peter met Mrs. Green on his way to the store.
Peter met the policeman on his way to the store.

Tell the pupils that these three things happened to Peter on his way to the store and ask them to arrange them in the right order. Guide them to see that these three incidents are not related. Because the sentences are not in the story or an incident, we have no way of knowing in what order they happened.

3. Write the following lists on the board:

a) apples	b) broom	c) milk
carrots	carrots	carrots
milk	apples	bread
bread	bread	apples
broom	milk	broom

Ask pupils which they think might be a list of things that Peter's mother wanted at the store. Again guide them to see that the sequence is arbitrary and does not affect the meaning when items are unrelated.

tences out
of context

ated items
in a list

Pupils read
STORIES TO
STUDY,
Pages 18-19

4. Comment that the first three sentences tell what happened in the story "Peter and the New Red Wagon," but that there are many other interesting things about his getting groceries.

Have the pupils read the story to find (a) the correct sequence for the second group of sentences, (b) why the order of the grocery list was important in the story.

5. Following the reading discuss whether it was important to the story plot that Peter met the policeman, the postman, and Mrs. Green in that order.

Have the pupils change the sentences in the second group so that they would follow in a definite sequence.

For example:

Just as he left the house, Peter met the policeman.
Peter met the postman at the end of the block.
The last person Peter saw on his way to the store was Mrs. Green.

(Pupils will be able to suggest many variations.)

Independent Exercise

ON YOUR OWN

Stories to Study A and B: ON YOUR OWN, Page 19

Sensing
emotional
reactions

LESSON 13

The purpose of this and the following lesson is to teach the pupils to recognize emotional reactions of story characters. These are usually implied rather than stated and children's enjoyment and understanding of what they read will increase as they learn to recognize and assimilate ideas about the emotions of story characters from many clues provided by the author. Clues to emotional reactions of a character are frequently given by:

1. the story situation (as a birthday, an accident)
2. actions of the character
3. description of the character's appearance
4. conversation of the character
5. conversations about the character
6. reactions of others to the character
7. explanatory words: *said, exclaimed, shouted*
8. direct descriptions of the emotional reaction.

encourage use
of precise
vocabulary

In any discussion of emotional reactions, encourage pupils to broaden their vocabulary to include precise words that convey a particular feeling (anxious, terrified, lighted, etc.). Since Grade Two children have a speaking vocabulary much larger than their reading vocabulary, in some instances they might suggest more accurate words to convey the emotion than those used in the story.

In the story "Peter's New Tent," emphasize Janet's changing emotions. Prepare the pupils by telling them that the story is about *Peter's* birthday but you want them to find out how his little sister felt about his birthday gift.

Have the story read in four sections as indicated. Following each section, discuss Janet's feelings and how they were indicated in the story.

For example, in the first section Janet is excited.

Clues: a direct description — "as excited as he was"

her actions — "jumped up and down"

her words — "Good! I'll ask Katrin!"

(Recall the use of the exclamation mark in writing.)

Have the pupils underline, in *Stories to Study*, the clues that help to understand Janet's emotional reactions.

In the last section no clues to Janet's emotions are given. Let the pupils suggest her reaction to Peter's words. Since this is not defined in the story, respect (and encourage) different opinions.

For example: (1) She apologizes for her behavior and coaxes to be allowed to use the tent next day. (2) She continues to sulk because she can't sleep in the tent. (3) She bounces back to the exuberance of the first section.

Another brief lesson following the same pattern might well be devoted to a consideration of the changing emotions of Hans and Peter during their brief stay in the tent.



In the story printed here, for your convenience, the emotion to be brought out is indicated in the margin. The clues to the emotional reactions are underlined.

PETER'S NEW TENT

It was Peter's birthday, and he had a new tent! Janet was almost as excited as Peter.

She jumped up and down while Dad and Peter were putting the tent up in the back yard.

"I'm going to ask Hans to sleep in the tent with me tonight," said Peter, as he hammered in the last peg.

"Good idea!" cried Janet. "And I'll ask Katrin!"

"No, Janet," said Dad. "Camping out is for boys."

Janet sat down on the grass and put her head on her hands.

"You know what?" she said sadly. "I wish I could be a boy!"

After supper, Janet watched Peter put his sleeping bag, a blanket, pyjamas, and a flashlight in a little pile. She looked sadder and sadder.

"Don't you think you'll be scared out there in the dark?" she asked him.

"Wouldn't it be better to have more people in your tent?"

Peter grinned at her. "Hans and I won't be scared," he said.

Soon Hans came with his sleeping bag and pyjamas. The two boys went out to the tent and Janet slowly went off to bed.

The boys were having a good time in the tent.

"This is fun, eh, Hans?" asked Peter.

"It sure is!" answered Hans.

Then a light shone on the side of the tent, and went slowly back and forth.

"Do you see that?" whispered Peter.

"What is it?" asked Hans, shivering.

The light went up and down, around and around. Was someone out there? A robber, maybe?

Section 1
excited

Section 2
sappointed
hurt

hopeful

Section 3

“It’ll be Dad, to see if we’re O.K.,” said Peter bravely. “I’ll call and see . . . Dad? Is that you?”

There was no answer. Just the light on the side of the tent.

“We’d better get to the house!” said Peter. “It must be a robber.”

“What if he grabs us?” asked Hans.

“He won’t if we run fast!”

And the boys made a dash for the back door.

Dad was in the kitchen.

“What’s the matter, boys?” he asked.

Peter told him, and he went out to look around. When Peter’s dad came back, said, “I think I know who the ‘robber’ is!” He went upstairs.

Soon he was down again. Janet was with him, and in her hand was a big flashlight.

“Tell the boys what you were doing,” said Dad sternly.

“I was just having some fun,” said Janet in a small voice. “I was just sitting the window playing with the flashlight.”

frightened
guilty

Section 4

relieved

“Just playing with the flashlight!” shouted Peter. “Any more tricks like that I won’t let you use my tent for a playhouse when I’m at school.”

And Peter and Hans went back to the tent, laughing.

Independent Exercises

Stories to Study A and B:

ON YOUR OWN
exercise

1. ON YOUR OWN: Page 21
2. Page 22

Sensing
emotional
reactions

LESSON 14

In “Peter’s New Tent” the author usually made the emotional reactions of his characters quite clear; in the story chosen for this lesson the author expects the reader to use his own background of experience as the major clue to the emotional reactions of the characters. As the pupils read “Me, Too” lead them to realize that Don probably feels as much as they would in a similar situation and to use their feelings, as well as the explicit clues provided by the author, in interpreting the story. As each incident is considered, help the pupils to note the cause of the emotional reaction since the nature of that reaction usually must be deduced from the cause. (In most cases it results from the interaction of the principal characters.)

There are four principal incidents in the story “Me, Too.” Have the pupils read each section silently. Note the changing moods of the boys in each section and discuss how these moods can be identified.

The words below are for your guidance in the discussion of the story. It is not intended that all of the words be used, but in all lessons, by using varied and precise terminology, endeavor to increase the pupils’ listening and speaking vocabularies.

Pupils read
STORIES TO
STUDY,
Pages 23 and 24

Section 1

Don: amused
tolerant
annoyed

Gary: cheerful
proud of "keeping up"

Section 2

Don: firm
agreeable
impatient
cross

Gary: hopeful
disappointed
delighted
tired

Section 3

Don: content
disappointed
happy
curious

Gary: happy
disappointed

Section 4

Don: surprised
frightened
relieved
guilty

Gary: frightened
safe
cheerful

Independent Exercise

OUR OWN

Stories to Study A and B: ON YOUR OWN, Page 24

Following
directions

LESSON 15

The purpose of this lesson is to teach pupils the kind of reading that is necessary to carry out directions. To follow any set of printed directions, a reader must: (1) adjust his rate of reading (he must read slowly and carefully), and (2) discard any irrelevant details that may be included.

This lesson is a direct follow-up to Listening Lesson 16.

For this lesson the pupils will need a sheet of paper, their pencils, and their crayons.

*

The following directions can be *written on the chalkboard* or *mimeographed* so that each child will have his own copy.

Have the pupils read the set of directions completely through. Ask them to decide if there are any unnecessary details. Have these crossed out.

Discuss the remaining details in order, questioning to ensure that all pupils understand.

Have the pupils follow independently the set of directions.

When all have finished, discuss the results. For those who made mistakes, re the directions and have each pupil decide which direction he did not follow. Have pupils discuss again how they should read when they are following directions.

Follow These Directions

With a pencil, your crayons, and a piece of paper, you can have fun making pictures. Make four squares on your paper. You can do this by folding your paper or drawing lines with your pencil.

Number your squares 1, 2, 3, 4. Isn't it fun to write numerals?

In square No. 1, draw a box. Put a roof on it. Make a door and some windows. What color do you like houses to be painted?

Do you like clowns? We like to laugh at them. Draw a clown in the second box. Give him a blue suit and a red hat. Make his eyes black.

In square No. 3, make an X by joining the corners. Now draw a line straight across and down through the middle of the X. Draw another line from side to side. Now you have made a star. Do you think it is a good star?

In the last box, draw a table. On it, put a green cup, an orange plate, and a milk bottle. What do you like to eat for supper?



For Group B, you may need to simplify the directions. Remember that this is a reading exercise; therefore, the pupils should be able to read the printed directions independently.

Predicting
outcomes

LESSON 16

The next two lessons are designed to increase pupil competence in predicting outcomes as they read.

Be sure the pupils realize that predictions must be based on story content. Sometimes a prediction can be based on clear evidence; other times it will be just a "guess," but even for this there is some foundation. As each pupil will see the content in the light of his own experience, predictions should sometimes vary.

It is also important that pupils are aware that their "reasoned guess" may be wrong and does not substitute for the reading of a subsequent section.

Use the story "The Fairy Who Got a Surprise."

Pupils read
STORIES TO
STUDY,
Pages 25-26

Have the story read one section at a time. It is suggested that pupils use a piece of paper to cover the subsequent parts of the story. It is important, in a lesson such as this, that pupils not read ahead.

At the end of each section, ask the pupils what they think will happen next and why they think this. As each new section is read, have the accuracy of the prediction checked.

Suggested questions:

- | | |
|-----------|--|
| Section 1 | What do you think will happen to the little fairy? |
| Section 2 | What work will the fairy do in the north? |
| Section 3 | Will the little fairy be happy when the cold wind blows? |
| Section 4 | What has surprised the fairy? |

- Section 5 What is she sweeping?
- Section 6 Will she be able to sweep away the snow?
- Section 7 What will the queen do?
- Section 8 What will the little fairy do?
- Section 9 Do you think she will want to go back south with the queen?

Independent Exercise

YOUR OWN

Stories to Study A and B: ON YOUR OWN, Page 26

Predicting
outcomes

LESSON 17

Use the same procedure as for the previous lesson.

Use the story "The Butterfly's Friends."

Pupils read
STORIES TO
STUDY,
P A- Pages
27-28
P B-Page 27

Suggested questions:

- Section 1 Who do you think is in trouble?
 How might the ant guess who it is?
- Section 2 What has happened to the butterfly?
- Section 3 What will the ant do?
- Section 4 How would you get some light down among the flowers?
 How will the ant and the bee get some light?
- Section 5 Will the ant and the bee and the firefly be able to save
 the butterfly?
- Section 6 Where would they look for a spider?
- Section 7 How might the spider help?
- Section 8 What are they going to do?
- Section 9 Were you right?

Independent Exercises

GROUP A

Stories to Study A: Pages 29 and 30

GROUP B

Stories to Study B: Pages 28, 29, and 30

LESSON 18

Pupils read
STORIES TO
STUDY,
Pages 31-32

The ability to recognize cause-effect relationships is basic to understanding what is read. The purpose of the next two lessons is to teach pupils to be aware of these relationships.

Use the story, "Bobo, the Bad Little Goat."

1. Have the pupils read the story in two sections. *In preparation* for the reading of first section, write the following on the chalkboard:

This is what happened:

- (1) The duck didn't like Bobo.
- (2) The pig didn't like Bobo.
- (3) The sheep didn't like Bobo.
- (4) No one liked Bobo.
- (5) Bobo was boss in the barnyard.
- (6) Bobo ran at the round gray ball.
- (7) The hornets stung Bobo.

Have the pupils read the first section silently to find out *why* each of these things happened. Have them underline, in their books as they read, the parts that give the

After the reading, discuss the cause-effect relationships and note the parts underlined by the pupils. Check to see that the pupils have underlined just the parts that give the causes.

2. In preparation for the reading of the second section, write the following on the chalkboard:

This is *why* it happened:

- (1) The animals were afraid of Bobo.
- (2) The hornets were hurting Bobo.
- (3) Bobo was in trouble.
- (4) Bobo became a good goat.

Have the pupils read the second section silently to find out what happened *because* of each of the above things — *the effects* of each cause.

Have the pupils underline, in their books, the parts that give the effects. After reading discuss the pupils' answers carefully. Be sure that the pupils understand they were looking for *what happened because* of each of the things listed on the board.



The story is reproduced below for your convenience. The parts in the story that tell the causes and the effects are underlined and keyed to the appropriate number.

BOBO, THE BAD LITTLE GOAT

Section 1

Bobo was a little goat. He had long horns and a short tail. His white hair was led with a bit of curl to it. He lived in a big barnyard with other animals, but not one of them liked him.

- When the duck walked down to the pond, Bobo would run at her and say,
 (1) "Get out of my way!" And if the duck did not step aside fast enough,
Bobo would bunt her with his head and make her get out of his way.

- When the old brown pig lay in his puddle, Bobo would call, "Get out of my
 (2) way!" And if the pig did not move fast enough, Bobo would bunt him with
his horns and make him get out.

- When the sheep was in the shade, Bobo would call, "Get out of my way!"
 (3) And if the sheep did not hurry off fast enough, Bobo would bunt him with
his head and make him go.

- (4) Bobo was boss of the barnyard. It was fun for him, but not for the other
 (5) animals. Every day they had to watch for Bobo and keep out of his way.

Then one day Bobo was walking along, eating the sweet green grass. He saw something in a little tree. It was round and gray and like a ball. It was right in front of Bobo, so he called out, "Get out of my way!"

- (6) The ball did not move. Bobo called again, but still the ball did not move.
 Bobo didn't wait any longer. He ran right into the ball. It split open as soon as his horns hit it. Too bad for Bobo... the ball was a hornet's nest.
 (7) The hornets didn't like having their home broken. They flew at Bobo and stung his back and his tail.

Section 2

- (1) Bobo ran to the barn as fast as he could go. The duck, the pig, and the
sheep saw him coming, and started to get out of his way.
- (2) "Oh, please, don't go!" cried Bobo. "Help me get these things out of my
hair! They hurt!"
- (3) As soon as the animals saw that Bobo was in trouble, they began to help
him. With her yellow bill, the duck picked the hornets out of Bobo's hair, and the pig and the sheep stepped on them.

"Thank you, thank you!" said Bobo. "I will remember what you did for me."

- (4) Bobo did remember, too. He never ran at the duck again, nor made the pig get out of the puddle, nor the sheep get out of the shade.

Bobo became a good goat, and everyone liked him.

Ollie J. Robertson

Independent Exercise

YOUR OWN
exercise

Stories to Study A: ON YOUR OWN, Page 32
Stories to Study B: Page 32

LESSON 19

This lesson strengthens the pupils' awareness that an event may have several causes or effects; and that these may be immediate or remote from the actual event.

Use the story "The New House."

Pupils read
STORIES TO
STUDY,
Page 33

Have the entire story read silently.

1. Following the reading, write this sentence on the board: One day the wind blew very hard. Discuss the *effects* of this and list a number of them as:

1. The apple tree blew down.
2. The children made a bird house.
3. The robins couldn't find their tree.
4. The robins were unhappy.

Repeat the procedure with

The robins were afraid of the cat.

- (1. They left the garden.)
- (2. They had to look for a new home.)
- (3. The children put a bell on the cat.)

Mr. Robin heard the cat's bell.

- (1. The robins knew they would be safe in the garden.)
- (2. Mr. Robin told Mrs. Robin about the cat's bell.)
- (3. The robins came back to the garden.)

2. Follow the same procedure, but write *statements of effect* and have the pupils list for the causes of each.

The children made a new birdhouse.

- (1. The storm had blown down the apple tree where the robins usually made a nest.)
- (2. The children thought the robins would be sad.)
- (3. The children wanted the robins to stay in the garden.)

The robins didn't stay in the birdhouse.

- (1. They were afraid of the cat.)

The robins came back to the garden.

- (1. They knew it was safe now.)
- (2. They hadn't found another place they liked as well.)
- (3. They had heard the bell on the cat.)

Independent Exercise

exercise

Stories to Study A and B: Page 34

LESSON 20

Sensing
emotional
reactions
Understanding
personality of
characters

In this lesson, pupils must first understand the emotional reaction of the story character (using the principles developed in Lessons 13 and 14) and from this, make inferences about the personality of the character.

Use the story "Robbie's Safari."

GROUP A
Pupils read
STORIES TO
STUDY A,
pages 36-37

Have the story read in sections as indicated. Following the reading of each section, consider the underlined statements to decide: (1) how Robbie felt at that point, and (2) what it tells about Robbie.

For example:

Robbie could hardly wait — excited

Since the next statement suggests he doesn't know what it is that he can hardly wait for, a reader might have an impression of an eager, interested, perhaps overly excitable, boy.

Similarly further statements might suggest:

- (1) he is interested in learning about things;
- (2) he is highly imaginative and enjoys dramatic play;
- (3) he becomes so engrossed in his play he is easily startled;
- (4) he is not easily frightened;
- (5) he brings elements of his play into reality;
- (6) and he is frightened, but feels safe enough to hold his ground;
- (7) "lost and afraid" triggers a prompt sympathetic reaction;
- (8) he trusts his father's judgment and is reasonable in accepting his explanation.

It is of course, expected that each class will interpret the story and Robbie's reactions in slightly different ways.

For each section, the following words are suggestive of the emotions that might be brought out by the pupils:

Section 1

excited
curious

Section 2

surprised
adventurous

Section 3

nervous
frightened
sympathetic

Section 4

sympathetic
satisfied

Following the discussion of Robbie and his reactions, have the class decide Robbie will follow up the incident next morning, and discuss what they would expect him to do.

Independent Exercise

ON YOUR OWN

Stories to Study A: ON YOUR OWN, Page 37

GROUP B
Pupils read
**STORIES TO
STUDY,**
Page 36

Use the story "The Frog Prince."

In this selection the pupils must note carefully the situation and the reaction of the story characters to understand their emotional reactions.

Have the story read a section at a time. After the reading of each section, use the following questions that focus on the feelings of the characters. For your convenience words that could be used to express the feelings are listed in the margin.

Suggested questions:

Section 1
happy
gay

What was the princess doing?
How do you think she felt?
Why do you think she felt happy at first?
How does she show that she becomes unhappy?
Why is she so unhappy? (Pupils should have noted that it was a *gold ball* that she lost.)

Section 2
surprised
astonished
amazed
pleased
delighted
overjoyed

How do you think the princess felt when the frog spoke?
How does she feel when he promises to get her ball?
How do you know?

Section 3
rudely
thoughtlessly
annoyed
upset
hurt
indignant
offended

How did the princess act?
How do you think the frog feels?

Section 4
surprised
sympathetic (to
the frog)
annoyed, dis-
pleased (at his
daughter)

How do you think the king felt when he heard about the frog?
Why did he tell the princess to let the frog in?

Section 5
disgusted
unfriendly
hard-hearted
annoyed
irritated

How does the princess feel toward the frog?

Should the king have made her eat with him?

Section 6

Does the princess feel differently toward the frog now?
How do you know?

Section 7
amazed
excited
overjoyed
relieved
delighted
pleased

How do you think the princess feels?

How do you think the prince feels?

Independent Exercise

exercise

Stories to Study B: Page 37

Sensing
emotional
reactions

LESSON 21

This lesson is designed to make pupils more sensitive to:

(1) the words that denote emotional reactions; and (2) the underlying causes of the emotional reactions.

The problems presented refer to stories used in previous interpretation lessons. It should not be necessary to re-read these stories. Pupils may need help in reading the words that describe emotions.

1. Write the following sentences on the chalkboard.

Have the pupils read the sentences and suggest a variety of words that could be used to fill in the blanks. Write the words that the pupils suggest on the board. Some possible words are suggested for your convenience.

The Bad
le Goat,"
ges 31-32

1. The ducks were _____ because they knew
Bobo would bunt them.
(frightened, scared, worried, alarmed)

2. The ducks were _____ because Bobo
always made them get out of his way.
(annoyed, angry, disgusted, unhappy)

3. Bobo felt _____ because he knew he could make all the animals get out of his way.
(*proud, strong, confident, brave*)

4. The hornets were _____ because Bobo broke into their house.
(*angry, furious, amazed, startled*)

5. The robins were _____ when they couldn't find their apple tree.
(*unhappy, disturbed, worried, anxious*)

2. Have the pupils supply endings to agree with each of the emotional reactions expressed.

1. Bobo was surprised when the hornets chased him because _____.

Change the meaning by substituting other words for *surprised*; for example, Bobo was *frightened* (*uncomfortable, worried*) when the hornets chased him because _____.

2. The little south fairy was *delighted* (*surprised, annoyed, alarmed*) by the snow when _____.

3. In the story "The New House," the children were *pleased* (*puzzled, worried, excited*) when _____.

Independent Exercise

exercise

Stories to Study A and B: Page 38

Inferring LESSON 22

The purpose of the next two lessons is to teach pupils that the full meaning of written selection is not conveyed by the words alone. Authors take for granted that reader will use his knowledge, his experience, and his thinking ability to achieve author's full meaning. In other words, readers must "read between the lines" or, make inferences. Inferring is *not* guessing; it is *thinking about* what the author means.

In any lesson on inferring, the pattern of questioning used by the teacher will determine the effectiveness of the lesson. If the questions suggested below are not the teacher must prepare her own questions very carefully to ensure that they focus meanings that are not directly stated.

Write on the board:

"I can hardly wait until dinnertime!" Paul said to his mother. "I can almost taste that chocolate cake now."

Ask:

"What did Paul's mother serve for dessert for dinner?"

Point out that while the sentences do not state that there will be chocolate cake for dessert, we know that this is intended.

Introduce the term "reading between the lines." Have the pupils understand that authors do not write down every detail but expect readers to think as they read. Emphasize that what we add by "reading between the lines" must be based on facts in the story.

Have the pupils read "The Boy Who Would Not Read" in sections as indicated. Ask questions that necessitate "reading between the lines." Have pupils justify their answers.

Suggested questions:

- | | |
|-----------|---|
| Section 1 | Why should Benny have been more cheerful? |
| Section 2 | Why is Benny sulking?
Why does he think he can't read? |
| Section 3 | What kind of person is Benny's grandfather? |
| Section 4 | Why did Grandfather buy a book about horses? |
| Section 5 | Why does Benny feel better? |
| Section 6 | Why does the little girl not know where the streets are? |
| Section 7 | What did Benny find out? |
| Section 8 | Why was Benny in such a hurry to get home? |
-

Inferring **LESSON 23**

Review the idea of "reading between the lines."
Use the story "All My Dad Ever Does."

Follow the same procedure as in Lesson 22.

Have the pupils read this story in two sections. *Then ask all the questions that relate to Section one. Do the same for Section two. Be sure pupils can justify their answers.*

Suggested questions:

Section 1

What does Jimmy Joe like to do at Robert's?
 What does Jimmy Joe like to do at Peter's?
 Why doesn't he go swimming at Ronnie's?
 Why does Jimmy Joe always say "All my dad
 ever does is work in the garden?"

Section 2

Did Jimmy Joe's dad have a garden last year?
 What would Jimmy Joe and his dad have to do to
 get ready for the picnic?
 What kind of fruit do you think they brought?
 What might Peter's dad do at the picnic?

Introduce the word "hobby." Have the pupils name the hobbies of the boys' father

Making
 judgments

LESSON 24

It is of the utmost importance that pupils learn to judge critically ideas and concepts met in their reading. This skill should be developed and practised with both informational and story type material. Before forming a judgment, the reader must understand clearly the facts and the inferences of the author's presentation. In forming his judgment he must relate these to his own values and beliefs. Since judgments are based in part on personal values, pupils should offer different views. Accept all those that *can be supported*. Encourage discussion of different opinions. Pupils should learn to respect the opinions of others without necessarily agreeing with them.

Use the story "The Adventures of the Two Bears."

Pupils read
 STORIES TO
 STUDY,
 Pages 42-43

Guide the reading of the story with questions carefully patterned so that the answers form the basis for making a judgment. Except in the case of "detail" questions that are "right" or "wrong" according to the story, be sure the pupils can support their answers.

Suggested questions:

Section 1

judgment
 judgment

Where are the bears?
 Why is Mother Bear glad spring has come?
 Are the cubs cowards, that they want to stay in the cave?
 Did Mother Bear do the right thing, pushing them out
 into the big world?

Section 2

judgment

What do the cubs want to do?
 Why did Mother Bear stop their play?
 Why is Mother Bear in such a hurry to get to the pond?
 Do old bears and cubs like the same food?
 What did Mother Bear promise to do?
 Did Blackie deserve to be spanked?

Section 3
judgment

Should Brownie have been hit like that?

Section 4
judgment
(using new
evidence)

Read this paragraph and see if you change your mind.

Section 5

What is Mother Bear teaching the cubs?

Are they paying close attention?

What would Mother Bear like to do?

Why did she send the little bears up the tree?

Was this a wise thing to do?

Is the bear a good mother to her cubs? Why do you think that?

judgment
judgment

Independent Exercise

ON YOUR OWN

Stories to Study A and B: ON YOUR OWN, Page 43

LESSON 25

Making
judgments

In Lesson 24 the pattern of questions accumulated the story evidence basic to forming a judgment *before* the judgment was made. In this lesson pupils are asked to make the judgment, and then justify it with (1) evidence from the story, and (2) their own ideas in relation to the issue. The discussion that develops should bring out the importance of considering all sides of the issue before making a judgment.

Use the story "The Wish Box." Have the story read in sections. After each section has been read, pose the questions and allow the pupils to *discuss* them.

Suggested questions:

Section 1

Should the mouse be complaining all day long?
Why? or Why not?

Section 2

Would you agree that the old mouse is very wise?
Now that you know the little mouse's problem would you
change your mind about his complaining?

Section 3

Think of the best word you can to describe (1) the old
mouse, (2) the little mouse.

Section 4

Has the little mouse made a good choice? (Pupils should
realize that the elephant meets the mouse's demand for size,
but should anticipate the problem of his different way of life.)

Section 5

Why do you think the elephant decided to change places
with the mouse?

Section 6

Has the mouse really changed?

Section 7

Should the mouse (elephant) be complaining all day long?
(Relate to the first question.)

GROUP A
Pupils read
STORIES TO
STUDY,
Pages 44-46

Independent Exercises

Stories to Study A:

ON YOUR OWN
exercise

- 1. ON YOUR OWN, Page 46
- 2. Page 47

GROUP B
Pupils read
STORIES TO
STUDY B,
Page 44

Use the story "The Man and His Donkey."
Have the story read in sections as indicated. After each section has been read, the questions and allow the pupils to discuss them.

Suggested questions:

- Section 1 Should the girls have behaved as they did?
- Section 2 Did the man do the right thing?
Do you think the men in the field were right to act as they did?
- Section 3 Were the women and the children right to say what they did?
- Section 4 Should the man and the boy have carried the donkey?
Do you think the man on the street meant them to?
- Section 5 Do you think the man is wise? Why or why not?

Independent Exercises

exercises Stories to Study B: Pages 45, 46, and 47

Understanding
sentence
meaning
(connectives *but*,
so; review
because, *and*)

LESSON 26

1. Write the following sentences on the board:

I like to run *and* to play.
I gave the ball to Peter *because* he was crying.

Have the sentences read aloud and discuss with pupils the significance of *and* and *because* in reading. (*and* joins two ideas; *because* tells why)

- so 2. Write on the board:

Tom was afraid *because* the dog chased him.
Tom was afraid *so* he ran home.

Discuss the meaning of the sentences, bringing out that the first one tells us *why* Tom was afraid, and the second what he did *because* he was afraid.

but

3. Write on the board:

She likes to run *and* swim.She likes to run *but* she doesn't like to swim.

Discuss the meaning of these sentences, stressing that in the first *and* links two things that the girl *likes*; in the second *but* joins two things that are different – *like*, *doesn't like*.

exercise

4. Write the following sentences on the board. Note that there are two endings. Have the pupils decide with which they would use *but* and *so*. Have the completed sentences read and discussed. Note that in some cases either connective can be used but the meaning is altered.

a) Sam saw Father coming

___ he didn't see Mother.

___ he ran to the door.

b) I wrote a letter

___ I mailed it.

___ I forgot to mail it.

c) Susan didn't like Mary.

___ she did like Joan.

___ she didn't talk to her.

d) Billy didn't want to go to bed.

___ Mother made him.

___ he ran outside.

e) The dog barked at Billy.

___ Billy was not afraid.

___ Billy ran away.

Understanding
 sentence meaning
 — pronoun
 reference

LESSON 27

1. Write on the board:

I	me	it	he
you	they	we	she

Ask the pupils to use each of the words in a sentence. Write the sentences on the board and discuss the function of these words. You might have some of the sentences repeated using all nouns and no pronouns to show how awkward our speech would be.



In reading, it is very important that the reader understand to whom or to what each pronoun refers; otherwise complete understanding of detail, main idea, emotional reactions, and so on, cannot be achieved.

2. Have the pupils turn to the story "Peter and the New Red Wagon" (Lesson 12).

Have the pupils underline each pronoun in the story. Then have the pupils decide to whom each pronoun refers.



The lesson should make clear to the pupils that the person or thing for which a pronoun stands has always been mentioned *previously* in the sentence or the story. The reader must *look back* to find out to whom a pronoun refers. The pupils should note, also, that the same pronoun can stand for many different people or things in the same story. In "Peter and the New Red Wagon," for instance, *you* refers to five different people.

Independent Exercise

exercise

Stories to Study A and B: Page 48

Recognizing
relationships—
time

LESSON 28

Pupils read
STORIES TO
STUDY,
Page 49

The purpose of this lesson is to teach pupils to be aware of, and to use, clues that denote the passing of time. The events of the brief story "After the Rain" extend over three seasons. This concept of time is of some difficulty to many children.

Have the pupils read "After the Rain" in sections as indicated. In your questioning and discussion, focus attention on the time element. It may be helpful to have pupils relate the time of each event to something in their own experience. For example, the bulbs were planted at about the time of Halloween.

Suggested questions:

Section 1
skipping out-
doors, plant-
ing bulbs,
wearing a coat,
getting colder

**At what time of the year did the story begin?
How do you know this?**

List the clues on the board. Discuss the clues. Be sure that pupils note that only one clue (getting colder) distinguishes between spring and autumn.

Section 2

**In what month do you think this sections begins? ends? Why?
What special days do we celebrate between (November) and (March)?
(The dates will vary according to the location of your school.)**

Use a calendar to point out the length of time involved.

Section 3

What season is it now?

List the clues on the board.
Use the calendar again to note the length of time it took for bulbs to grow and to bloom.

Have pupils classify the "time" clues under the following headings:

- (1) the weather
- (2) what people were doing
- (3) what people said.

Independent Exercise

exercise

Stories to Study A and B: Page 50

LESSON 29

- * In Lesson 28 pupils studied the time relationships in a story when events extended over a period of several months. In this lesson they will consider time in a story where the *actual* events are confined to one afternoon but where the hero's imagination ranges over long periods — and projects back into history as well as looks to the future.

Pupils read
STORIES TO
STUDY,
Pages 51-52

Have the pupils read "The Magic Wishbone" in preparation for this lesson. Establish the fact that all the events in the story took place on one afternoon.

Discuss the story by sections. (Have each section re-read immediately before discussing it.) Through your questions, focus attention on the time element. Bring out (1) the duration of time, and (2) whether the situation is in the past, present, or future. Guide pupils to recognize clues to time in the story.

Section 1

When do you think William's grandmother got the wishbone?

(The answer is not definitely stated but (1) she has been *saving* it; (2) she has had time to paint and decorate it.)

Section 2

How long did it take William to think of his six wishes?

Have the pupils estimate the time it took. Then have one pupil pretend to be in William's place and think of six wishes. Time this activity to emphasize the brief time it takes to *think about* long periods of time.

Section 3

How long did William think about the pirate gold?

What do you suppose he thought about besides the way the gold looked?

How long would it take for this to really happen? (pirates burying the gold, pirates stealing the gold, etc., according to the answer to the previous question)

When would William have had to live to be likely to meet a real pirate? (Pupils should recognize this scene as in the distant past.)

Section 4

What did William imagine as he thought about his rocket ship?

How long would it take to really do that?

When would William have to live to be likely to have a real rocket ship of his own? (Pupils should recognize this as being in the distant future.)

Sections 5, 6, and 7

Have the pupils read each section, decide how long William's imaginary activities would take if they were real, and give their reasons for suggesting a particular length of time. For example, it would take much longer to build twenty-five dog houses than to decide it was dangerous to be as small as an ant.

Section 8

How long does William plan to keep his wishbone?

Discuss *briefly* how William has travelled from the long ago world of the pirates to the future world of rocket travel in one short afternoon.

Independent Exercises

exercise

Stories to Study A: Page 53

Stories to Study B:

YOUR OWN
exercise

1. ON YOUR OWN, Page 52
2. Page 53

The purpose of the next two lessons is to further strengthen the pupils' understanding that much of the meaning in written selections is not precisely stated, but must be "read into" the selection.

Pupils read
STORIES TO
STUDY,
Pages 54, 55, 56

Use the story "The Naughty Frost Fairy."

Have the pupils read Section 1.

Ask:

What time of year is it?

What work will the frost fairies do?

How many frost fairies are there?

Guide the pupils to note that none of the answers were expressly stated in the story. Through a discussion of each answer, bring out that the answers were based on (1) what the author stated (work will begin *soon*; *as soon as* summer flowers and fruit are gone); (2) what we know (flowers and fruit are gone in October); (3) what we imagine (frost fairies bring the bright autumn colors).

Emphasize that answers *must* be in accord with *what the author has stated* and *what we know* to be true, but that imagination can add to this.

Comment briefly on the fact that authors expect us to *think* as we read and to add to their story. Have pupils suggest possible reasons for this; for example: the story would be very long and dull if everything were written in detail; it is more interesting to read a story when you can contribute to it.

Have the rest of the story read a section at a time. Ask questions such as the following. However, your *purpose* is not merely to get correct answers to the questions but to have pupils *understand how* they arrived at the answers.

Have the pupils support their answers (1) by reference to the story, and (2) by reference to their own experience. In discussing the answers encourage differences of opinion, where such are possible, and *point out to the pupils* why two children may have different but equally valid answers.

Suggested questions:

- | | |
|-----------|--|
| Section 2 | What kind of fairy is the new frost fairy? |
| Section 3 | What do you know about the old frost fairies?
Have you changed your mind about the new frost fairy? |
| Section 4 | What new colors did the frost fairy use? |
| Section 5 | What one word gives a clue to the character of the little evergreen? |
| Section 6 | Compare the character of the frost fairy and the evergreen tree. |
| Section 7 | Why will no one help the frost fairy? |
| Section 8 | Why did the king say, "No one needs to tell me what has been happening"? (A) or "What's going on here"? (B)
Why did the king choose the punishment that he did? |

Independent Exercises

Stories to Study A and B:

YOUR OWN

1. ON YOUR OWN, Page 56

exercise

2. Page 57

Inferring LESSON 31

Follow the same procedures as in Lesson 30, again emphasizing that inferences are based on (1) information given by the author; (2) the knowledge and experience of the reader; and are enriched by the reader's imagination. Be sure pupils understand **how** each answer was arrived at.

Use the story "Billy and the Sandman."

Suggested questions:

GROUP A
Pupils read
STORIES TO
STUDY A,
Pages 58-59

Section 1

What sort of things does Billy like?
What will Billy say when he makes his wish?

Section 2

What can you tell about the voice that spoke to Billy?
Whom do you suppose is speaking?

Section 3

Did the sandman make Billy's wish come true?

Section 4

How did Billy spend Christmas Day?

Section 5

How old is Billy? (toy train and bike together provide a clue — but allow for differences of opinion.)

Section 6

Why is Billy crying?

Section 7

Does Billy think his wish was a good idea?

Following the reading of the story, the pupils should consider the major inference which underlies the entire story — Billy fell asleep and is dreaming.

Discuss the pupils' answers to the question at the end of the story, and then have each pupil write his answer.

GROUP B
Pupils read
STORIES TO
STUDY B,
Pages 58-59

Use the story "Tommy Tucker's Birthday."

Suggested questions:

- Section 1
 - Why was Tommy excited when he woke up?
 - How does he feel when he knows that he won't get a present?
 - Why did he say that he didn't want a present?
- Section 2
 - Where is Tommy going?
- Section 3
 - How does Tommy plan to earn some money?
 - Who will give him the money?
 - How can you tell that Tommy is very excited about the idea?
- Section 4
 - Why can't Tommy have a banjo?
- Section 5
 - Where do you suppose Boy Blue is going?
- Section 6
 - Where do you think Bo Peep is going?
- Section 7
 - How does Tommy feel about his present?
 - How do you know that Boy Blue was pleased with the gift he brought to Tommy?
 - Why did all Tommy's friends get together to buy Tommy's present?

Independent Exercise

ON YOUR OWN

Stories to Study B: ON YOUR OWN, Page 59

Understanding
the main idea

LESSON 32

The purpose of the next two lessons is to teach pupils to isolate the main idea of a story or an essay, and to understand that the details support the main idea or give additional interesting information.

Pupils read
STORIES TO
STUDY,
Page 60

Use the story "The Chipmunk's Back."

Use the following questions to guide the pupils in discovering the main idea of section. List the answers on the board. Evaluate each, and revise those that are too detailed.

- Section 1
 - How did Old Bear feel and why?
- Section 2
 - What did he decide to do about the problem?
- Section 3
 - How did his plan work?
- Section 4
 - What happened on the second attempt to catch the thief?
- Section 5
 - What did Old Bear do?
- Section 6
 - What happened to the chipmunk?
- Section 7
 - What was the result of the bear's attack?

Ask pupils to suggest a title for this Old Indian Legend beginning with the word "How."

Statements
that support
the main idea

Reconsider the selection, section by section, helping the pupils to see that certain information merely adds interesting detail or further proof to the main idea statements.

- Section 1 Why is paragraph two added?
- Section 2 Which statements give the idea that the bear is planning?
- Section 3 Underline the key words.
- Section 4 Which ideas lead up to Old Bear's final conclusion?
- Section 5 What do you see as you read this section?
- Section 6 This section is similar to section 5. How?
- Section 7 Each sentence here leads up to the final statement about how to identify a chipmunk. Can you think of a different ending? Give a title that would be suitable for the story with the ending which you have suggested.

Independent Exercise

exercise *Stories to Study A and B: Page 61*

Understanding
the main idea

LESSON 33

Use the selection at the top of page 62 in *Stories to Study*.

Have the pupils read the selection a paragraph at a time. After each paragraph has been read, lead the discussion in the following manner:

GROUP A
Pupils read
STORIES TO
STUDY,
Page 62

- Paragraph 1 What two important things that the settlers did are described in this paragraph?
- Make up one sentence that tells about these things and tells the reason for the second move. (e.g. Long ago some white men settled on an island, but after a cold winter, they decided to move.)
- Which two words would best complete this sentence?
- "They left behind some of their _____ and _____."
- Paragraph 2 Give two reasons why no one touched the things left in the village.
- Paragraph 3 What happened to the village?
- What kind of man was the leader? How do you know?

Answers could vary, for example; a good man — he tried to stop the men, was sad, thought they could learn a lot from the Indians; a poor leader — he had no control over his men.

main idea
implied

What things did the leader think his men could learn from the Indians?

What would be a good title for this story?



You may wish to write the pupils' answers on the board as they are given. Then the completion of the lesson, have the sentences on the board read aloud.

Have the pupils compare the chalkboard outline, which presents merely the main ideas, with the original selection which includes detail and description also.

Independent Exercises

Stories to Study A:

1. ON YOUR OWN: Page 62
2. Page 63

Use the selection on Page 62 of *Stories to Study B*.

Have the pupils read the selection one section at a time. After each section has been read, question to bring out the important ideas.

You may wish to write the pupils' answers on the board. This should provide a summary of the content.

Then have the pupils compare the chalkboard sentences with the original selection.

Suggested questions:

Section 1

Why did Bob hurry home?
What did his mother ask him to do?
What does Bob think about making bread?

Section 2

What surprising thing did Bob's mother tell him?
How did the loaf of bread begin?
What happened to the wheat seed?

Section 3

What happened to the wheat in the fall?
What happened at the mill?
What happened to the flour?

Independent Exercises

Stories to Study B:

1. ON YOUR OWN, Page 62
2. Page 63

ON YOUR OWN
exercise

GROUP B
Pupils read
STORIES TO
STUDY B,
Page 62

ON YOUR OWN
exercise

GROUP A
Pupils read
STORIES TO
STUDY A,
Page 64

The purpose of this lesson is to give pupils practice in reading for, *and remembering*, pertinent details.

Use the selection "Words."

Have the title read aloud. Tell pupils that the author is writing her ideas about the following:

1. what words are;
2. words that are "busy";
3. how words are put together;
4. how to get to know words.

Place these four headings on the board.

Tell the pupils to read the selection and to remember as many details about each of the four topics as possible.

With some groups you may want to break the selection down into four sections to be read one at a time.

Instruct pupils to think about the information they are looking for and to stop for a moment after each section to try to recall and organize in their minds, the details they have read.

Use the following questions to elicit recall of details by students.

Note which students need to refer to the story and how frequently.

1. What is a word?

What three examples does the author give of the different sizes of words?

(Point out to the pupils that you gave them an aid to remembering when you told them *how many*.)

2. Why is up a busy word? List the three examples given for up.

Why does the author think that and is busy?

3. Name two ways that words can be written. What is a story? What is a list?

How do drivers use written words?

4. Give three reasons why words are hard to understand.

How can you find the meaning of a word?

How can you get to know many words?

Use the selection "Lumber."

Have the title read aloud. Tell pupils that the author is writing ideas about the following:

1. how logs get to the sawmill
2. logs are cut into lumber
3. the lumberyard
4. what happens to the lumber.

Write the four headings on the board. Have the pupils read the selection one section at a time. Before each section, direct their attention to the appropriate heading and ask them to remember as many details about it as they can.

Instruct the pupils to stop at the end of a section and go over in their minds the details noted.

practice
recall after
reading a
section

ne number of
s helps with
recall

GROUP B
Pupils read
STORIES TO
STUDY B,
Page 64

Paragraph 4

Put one line under the part that tells what made the bell ring.
Put two lines under the part that tells why the king came.

Paragraph 5

Put one line under the part that tells what the king ordered
the man to do.
Circle the part that tells how the man felt.
Put two lines under the part that tells what the man did then.

For your convenience, the story, with the answers marked, is included here.

THE BELL OF ATRI

Paragraph 1

The king of (Atri) built a tall tower and hung a bell in it. A long rope hung from the bell to the ground. "If anyone does something wrong, ring this bell," said the king to his people, "then I shall know that someone needs help."

Paragraph 2

1 2 3 4

Many people rang the bell — rich people and poor people, big people and little people. But after a time the rope was worn off till a man could hardly reach it. Some person, passing by, saw this and mended it with a long grapevine.

Paragraph 3

Not far from the town lived a faithful old horse. He had worked for his master many years, and now he was too old to work any more. This unkind man would not feed the horse, but turned him out on the street to starve.

Paragraph 4

The poor horse wandered about until he saw the grapevine. He was hungry and tired and tried to eat it. This made the bell ring, and the king came to see who needed help. When he saw the starving horse, he sent for the master.

Paragraph 5

"This poor horse has served you well many years," said the king. "He is old now and cannot work. You must take him back to his stable, and feed and care for him for the rest of his life."

Then the man was (ashamed), and he led home the horse and did as the king had ordered.

Independent Exercises

Stories to Study A:

1. ON YOUR OWN, Page 65
2. Pages 66-67

Use the selection "The Apple Tree."

Follow the same procedure as outlined for Group A.

Suggested questions:

YOUR OWN
exercise

GROUP B
Pupils read
STORIES TO
STUDY B,
Page 65

Paragraph 1

Circle the word that tells what season it is.
Put a line under the part that tells what began to grow.
Put two lines under the words that tell what fell off the buds.
Put a box around two words that tell what grew when the buds opened.

Paragraph 2

Circle the word that tells what season it is.
Underline the word that tells what is happening to the leaves.
Put two lines under the word that tells what grew from the flowers.
Put boxes around three words that describe the apples.

Paragraph 3

Circle the word that tells in which season the days got shorter.
Underline two sentences that tell what happened to the leaves.
Put a box around the sentence that describes the apples.

Paragraph 4

Circle the word that names the season.
Underline the sentence that tells what the apple tree is doing.
Put boxes around the words that name two things gone from the tree.

selection with
answers marked

THE APPLE TREE

When spring came, the days got warm. The buds on the apple tree began to grow. first they were very small. But they got bigger and bigger. Soon the outside scales fell off. The buds opened and some of them grew into leaves. Some became flowers. The flowers were pale pink and white.

Summer came and the days were hotter. The flower petals had dropped off the tree. The leaves got bigger. Apples began to grow where the flowers had been. But they were not red and ripe. They were small and hard and green.

The days got shorter as fall came. Now the apples were big and red. The leaves had stopped growing. The farmer climbed a ladder to pick the apples. The wind blew the leaves to the ground.

When winter came, the apple tree was bare. The leaves were gone. The apples were gone. The tree was resting. Resting until spring came again. Children ate the crisp apples. Apples with small dark seeds inside. Seeds that could make new apple trees.

Independent Exercises

Stories to Study B:

ON YOUR OWN
exercise

- 1. ON YOUR OWN, Page 65
- 2. Pages 66-67



Noting details

LESSON 36

Pupils Use
STORIES TO
STUDY,
Page 68

In this lesson the pupils read and follow the printed directions.

Discuss the kind of reading that is required to follow directions.
Have the pupils read the first direction and the accompanying questions, and, either write the required information on the line provided, or give the answers orally.
Discuss errors and omissions

Point out the importance of noting details carefully, and following directions precisely.
Continue in a similar manner with each of the directions.

GROUP A
Pupils read
STORIES TO
STUDY A,
Page 64

Use the selection "Words" (Lesson 34).

Print the title on the board.

Have pupils read the first paragraph and recall the main idea which they had used as a guide in Lesson 34.

Print this on the board:

A. What Words Are

Explain that the letter *A* designates the first main idea in the selection.

Ask pupils to give you the first detail that the author presents about what words are. They will probably give you the complete sentence.

Discuss the answer. Help pupils to see that they don't need all the descriptive words but just —

1. sounds we say

Print the first detail under the heading A.

Ask for other details about words. Print them on the board.

2. many sizes
3. special meanings

Explain that the numbers designate the details that support (explain, or help you to understand) the main idea.

Outline

Introduce the word OUTLINE and explain its meaning and use.

Have pupils read to the end of the discussion of "busy" words.

Follow the procedure suggested for paragraph 1.

Your outline will be similar to this one:

B. Busy Words

1. Have different meanings (up)
2. Are used very often (and)

Follow the same procedure for the next paragraph.

C. How Words Are Put Together

1. One after another (book)
2. One under another (list)
3. Spoken in groups (speech, talk)

The remainder of the selection can be treated as a unit, using the same procedure.

D. How to Get to Know Words

1. Use dictionary
2. Learn one a day

Using the
outline

Now refer to the completed outline. Have the pupils —

1. Read the four main ideas;
2. Read the first main idea and the supporting details.

You combine the statements, reading aloud, to show pupils how this outline provides enough clues for the reader to think of a complete statement or idea.

"Words are sounds we say. They may be many sizes, but each has a special meaning."

Continue with the remaining three ideas in the outline. Let the pupils try to combine parts of the outline into a sentence. There may be a student capable of reading the entire outline in this way; or of reading the outline a section at a time and then giving his translation, also a section at a time.

Independent Exercise

exercise

Stories to Study A: Page 69

GROUP B
Pupils read
STORIES TO
STUDY B,
Page 64

Use the selection "Lumber" (Lesson 34).

Print the title on the board.

Recall with the pupils the headings used in Lesson 34.

Print:

A. How logs get to the sawmill

- 1.
- 2.
- 3.
- 4.

Explain that the letter A designates the first main idea about lumber and that there are four important details about this in the first section.

Instruct pupils to read the first section and note, in order, the important details. Pupils will probably give these details in sentence form. Guide them in wording the ideas in point form.

Fill in the outline in a manner similar to the following:

A. How logs get to the sawmill

1. men cut down the trees
2. trees cut into logs
3. logs floated down the river
4. logs taken on trucks

Introduce the word *outline* and explain its meaning and its use. Follow the above procedure with the other sections. The completed outline should be similar to the following:

B. Logs are cut into lumber

1. saws cut logs
2. many kinds of lumber

C. The lumberyard

1. piles and piles of lumber
2. roof over lumber
3. no animals

D. What happens to the lumber

1. carpenters buy lumber
2. make many things from the lumber

Using the
outline

Have pupils study the completed outline. Have them:

- (1) read the four main ideas;
- (2) read the first main idea and the supporting details.

You combine the statements to show how an outline gives enough clues for the reader to give a complete statement. For example, "Men cut down trees and cut them into logs. Then they float them down the river or put them on trucks and take them to the sawmill." Continue with the three remaining sections. Encourage pupils to attempt to organize the ideas of the outline and state them in sentence form.

Independent Exercise

Stories to Study B: Page 69

exercise

Making an
outline

LESSON 38

GROUP A
Pupils read
STORIES TO
STUDY A,
Page 65

Use the selection "The Bell of Atri" (Lesson 35).

Follow the procedure suggested in Lesson 37. Pupils have not determined the main ideas previously.

To establish the main ideas, the following questions could be used:

paragraph 1

Who hung the bell?

paragraph 2

What happened to the bell?

paragraph 3

About whom is this paragraph?

paragraph 4

What signal did the King hear?

paragraph 5

What did the King do?

main ideas

- A. The King hangs a bell.
- B. A new rope for the bell.
- C. The poor horse.
- D. A signal for help.
- E. The King's orders.

Details

Details located in Lesson 35 may be used again to fill out the outline.

Using the
outline

As in Lesson 37, encourage pupils to:

1. give brief statements about each point
2. combine the statements to make a complete statement about each main heading;
3. "read" the entire outline.

Independent Exercise

Stories to Study A: Pages 70-71

exercise

GROUP B

Pupils read
STORIES TO
STUDY B,
Page 65

main ideas

- A. The apple tree in spring
- B. The apple tree in summer
- C. The apple tree in fall
- D. The apple tree in winter

Fill in the outline.

Guide pupils in selecting key details to support each main idea. (Help them to omit the irrelevant details in the last paragraph.) Be sure the ideas are recorded in outline form.

Using the
outline

As in Lesson 37, have pupils, with your help if necessary, combine the points in the outline to make complete statements about each main heading.

Independent Exercise

exercise

Stories to Study B: Pages 70-71

Understanding
sentence meaning —
(using context
variant meanings
of words)

LESSON 39

The purpose of the next two lessons is to teach pupils that words often have different meanings and that we can understand the meanings of words only by paying attention to the context in which they are used.

Use the following sets of sentences and the selection "The Chipmunk's Back," (Lesson 32).

Write the sets of sentences on the board and proceed as follows:

1. Have the pupils read each set of sentences.
2. Discuss the meaning of the underlined word in each.
3. Note how the context helps to convey the meaning of the word.
4. Find each underlined word in the selection "The Chipmunk's Back," and circle it.
5. Decide, from the context, which of the two meanings, A or B, is correct for the word that has been circled.

Sentences:

- I A) The rabbit ran very fast and won the race.
- B) The baby did not hear the loud noise because he was fast asleep.

*

(*Fast* is used with both these meanings in "The Chipmunk's Back;" A in Section 6, B in Section 3.)

- II A) The boy looked up and saw a man near the tree.
- B) He was cutting the tree down with a saw.

- III A) Tom's feet hurt because his shoes were too tight.
- B) We measure things in inches, feet, and yards.

Pupils read
STORIES TO
STUDY,
Page 60

- IV A) There were seven steps up from the sidewalk to the porch.
B) A giant can take very big steps because he has long legs.
- V A) The soft feathers from ducks are used to make down pillows.
B) That cat was up so high that it was afraid to come down.
- VI A) I must go now but I will come back again tomorrow.
B) The wind blew against my back and pushed me forward.
- VII A) John and Bill had good marks in spelling.
B) His muddy shoes made black marks on the floor.
- VIII A) The boys listened to him tell his story.
B) You can tell an onion by its smell.

Independent Exercise

Stories to Study A and B: Page 72

exercise

LESSON 40

For Group A, use the selection "Buffaloes" on Page 66, *Stories to Study A*.

- 1. Have the selection re-read silently.
- 2. Direct the pupils to look at paragraph three, sentence three, and to find the last word in that sentence (*way*).
- 3. Have the sentence read aloud. Discuss the meaning of the word *way*. (path of the buffalo, direction in which they were going)
- 4. Ask pupils for another meaning of the word *way*. Have them give sentences using the word. (This is the *way* to do the arithmetic problem.)
- 5. Refer again to the sentence in the selection "Buffaloes," and have the pupils discuss how they knew which meaning was correct in this context.

Proceed in a similar manner using the following words from the same selection:

- | | |
|-------|--|
| horns | Paragraph one — <i>horns</i> ; other meaning: "The car horns made a lot of noise." |
| shoot | Paragraph three — <i>shoot</i> ;

other meaning: "See the little green leaf coming up out of the ground. It's a new <i>shoot</i> from that plant." |
| left | Paragraph four — <i>left</i> ;

other meaning: "We have two arms, one on our <i>left</i> side and one on our right." |

Understanding
meaning —
ing context
distinguish
t meanings
of words)

GROUP A
Pupils read
ORIES TO
STUDY A,
Page 66

way

land

Paragraph four — *land*;

other meaning; “The airplane is coming down. Soon the wheels will touch the ground and it will *land*.”

can

Paragraph four — *can*;

other meanings; “Some fruit comes in jars, some in tin *cans*.”
“But when my mother *cans* fruit she puts it in jars and not in *cans*.”

Independent Exercise

exercise

Stories to Study A: Page 73

GROUP B
Pupils read
STORIES TO
STUDY,
Page 54

For Group B, use the story “The Naughty Frost Fairy” page 54.

- 1. Have the story re-read silently before the lesson.
- 2. Proceed as with Group A.

Direct attention to the following words. Discuss the meaning of each in the context in which they are used. Have pupils suggest other meanings for each. For example, *pots* of paint. “*Pots*” might have the same meaning as “*cans*” and should be distinguished from “*pots*” meaning cooking utensils. “*Brushes*” refers to paint brushes rather than “*hair brushes*” or “*clothes brushes*,” etc.

Section 1

Section 4

fall

Section 5

saw, still

Section 6

cross

Section 8

covered

Independent Exercise

exercise

Stories to Study B: Page 73

LESSON 41



Drawing
conclusions

The purpose of this lesson is to teach pupils to draw conclusions as they read and make them more aware that conclusions are based on ideas stated in the text or inferred from it.

Have the pupils read each section of “Myrtle the Turtle and the Party.”

Pupils read
STORIES TO
STUDY,
Pages 74-75

- (1) Ask a series of questions designed to organize the “evidence” (list it on the board); ask a question that requires that a conclusion be drawn from it.
- (2) Ask pupils to find the evidence on which Myrtle based *her* conclusions about her friends.

Section 1

inference
inference
fact
fact
conclusion

Why does Myrtle keep turning her head?
Why is she looking for someone?
What did she hope when she saw the rabbit?
What did the rabbit do?
How does Myrtle feel?

Section 2

Where does Myrtle think the rabbit is going?
Why does she think that? (list the evidence)
Is there anything in this part to support your idea that Myrtle
is (*lonely*)? (Use the feeling that pupils decided on in Section One.)

Section 3

conclusion
(already
formed)

How did Myrtle feel at the beginning of the story?

fact
inference
conclusion

Where has she seen two of her friends going?
Think about how you would feel in Myrtle's place.
How does Myrtle feel as Sammy Squirrel hurries past?

Section 4

Who does Myrtle decide is having the party?
How does she decide this?

Section 5

Why does Myrtle think that Charley Chipmunk doesn't like her?

Section 6

conclusion

Would Myrtle be a nice friend?

Why do you think so? (Pupils may find evidence in Section 6 — Myrtle didn't sulk but decided to make her own good time; she didn't spoil her friends' fun by telling that it wasn't her birthday; all the animals wanted to surprise her — but the pupils may add to this by referring to other parts of the story.)

Following the reading of the story discuss why Myrtle's conclusions about the party were wrong.

Independent Exercises

Stories to Study A and B:

OUR OWN
exercise

1. ON YOUR OWN, Page 75
2. Page 76

Drawing
conclusions

LESSON 42

In Lesson 41, pupils considered the accumulated evidence and formed a conclusion, or looked for evidence to support the conclusions of the story character. In this lesson they are asked to form conclusions and then produce evidence to support them.

Attempt to develop some understanding of the fact that we usually draw conclusions as we read without consciously weighing the evidence, but that these should be firmly based.

Pupils read
STORIES TO
STUDY,
Pages 77-78

Section 1

Which one word would you use to describe how Barbie feels about most things? (unhappy, dissatisfied, complaining, etc.)

Section 2

How does Barbie's family feel toward her?

Section 3

Was Barbie really unhappy with things as they were?

Independent Exercises

Stories to Study A and B:

ON YOUR OWN
exercise

1. ON YOUR OWN: Page 78
2. Page 79

Understanding
sentence meaning—
connectives

LESSON 43

Use these sentences to review the use of the connectives *and*, *but*, *so*, *because*. Have pupils read each sentence and explain the function of the connective.

I like to ski *and* skate.

I like winter *because* there is snow.

Snow is good for skiing *but* not for skating.

Snow covers the ice *so* we must shovel before we can skate.

Use of
connectives

and joins two similar ideas;

but joins two different ideas;

because tells why;

so tells what is done because of a given reason.

Pupils read
STORIES TO
STUDY,
Page 80

Use the selection "Signs of Spring."

Have the pupils examine one paragraph at a time and follow this procedure for each:

- (1) Read the paragraph underlining the connectives.
- (2) Discuss the use of each connective.
- (3) Re-read each sentence omitting the connective. This may involve changing word order in the sentence, making two sentences of one, or substituting a different connective.
- (4) Discuss each changed version. Children will discover that there is more than one way to make a statement.

Independent Exercise

ON YOUR OWN

Stories to Study A and B: ON YOUR OWN, Page 80

LESSON 44

Understanding
sentence
meaning —
figurative
language
(Simple
simile)

1. Write these sentences on the board.

Sue's pony was *as white as snow*.

He ran *like the wind*.

Have pupils recall the selection "Sue and Her Pony" (page 16).

Ask them what they see as they read the first sentence, the second.

Ask why the author didn't just say, *white* or *fast*.

The pupils should discover that direct comparison with another object helps the reader to visualize and to get a better description of the pony.

2. List the following on the board:

as round as

as big as

as hot as

as high as

as cold as

Have the pupils provide names of objects that will help them to visualize the descriptive word. They will see that the object which is suggested is the fastest, biggest, hottest, etc. — that they can think of. Accept and list various similes for each, as given by the pupils.

Pupils may be able to add to this list, similes that are commonly used; for example *as good as gold*, *as cold as ice*, *as flat as a pancake*, etc.

Use the list to compare and discuss sentences which do and do not make use of simile. Have pupils note that when simile is used more interesting writing and better understanding result.

Sample sentences:

He ran fast.

He ran as fast as the wind.

The man was big.

The man was as big as a giant.

Use the selection "Peter's Long Walk."

Have this selection read a section at a time. Discuss the simile that is the last sentence in each paragraph.

Ask the pupils why the comparison is appropriate, and if it serves its purpose (makes them feel lonely).

When the selection has been completed, pupils could indicate which simile they prefer and why.

Independent Exercises

Stories to Study A:

1. ON YOUR OWN, Page 83
2. Page 84

Use the selection "Patty Dances."

Have the selection read a section at a time. Discuss the underlined simile in each section.

Consider with the pupils whether the comparisons are appropriate and whether they help pupils to see the little girl and to know how she feels.

GROUP A
Pupils read
STORIES TO
STUDY,
Pages 81-83

YOUR OWN
exercise

GROUP B
Pupils read
STORIES TO
STUDY,
Page 81

When the selection has been completed, pupils could indicate which simile they prefer and tell why.

Independent Exercises

exercises

Stories to Study B: Pages 82, 83, 84

Inferring LESSON 45



Pupils will, by now, be quite accustomed to making inferences as they read. They should be becoming more and more aware that *good reading requires* the reader to go beyond the text and supplement it from his own experience; and that the writer expects this, and puts suggestions in his story to encourage and direct it. This lesson, and following, will direct attention to ways in which the author guides the making of inferences.

Review the meaning of the expression, "reading between the lines." Emphasize again that this must be based on story content but at the same time reflects each reader's experience.

As the pupils read the story "The Brave Little Raccoon," have them

Pupils read
STORIES TO
STUDY,
Pages 85-86

- (1) answer the suggested questions and consider ways the author has suggested the answer. For example, for Section 1 ask "How does Little Raccoon feel as he walks through the woods?"

Little Raccoon is probably very proud and a little nervous, as suggested by

- (a) the writing of *all by himself* in italics;
- (b) the exclamation point after each of the first two sentences;
- (c) Little Raccoon's enthusiasm as indicated by "Oh, yes, yes!"
- (d) Little Raccoon is *alone* and it is *night*.

- (2) Consider the inferences made by Little Raccoon and his mother in the story.

Suggested questions:

- | | |
|-----------|--|
| Section 1 | How did Little Raccoon feel as he walked along? |
| Section 2 | Does Little Raccoon often go walking alone?
How would Old Skunk protect himself? |
| Section 3 | What did Little Raccoon think he saw?
What do <u>you</u> think he saw?
What kind of face did he make? |
| Section 4 | Does Little Raccoon know <u>how</u> the skunk would chase the other raccoon?
What did Little Raccoon think the other raccoon was going to do? |
| Section 5 | Does Mother Raccoon know what Little Raccoon saw?
Does she give him good advice? |

Independent Exercise

exercise

Stories to Study A and B: Page 87

Inferring LESSON 46

Pupils read
STORIES TO
STUDY,
pages 88-90

In this lesson, further develop the ability to, and the *habit* of, making *justifiable* inferences when reading. Follow the same general procedure as used in the previous lesson.

Have the pupils read the story "Granny Brown and the Circus Animals" in sections as indicated. As each of the suggested questions is answered, have the pupils state the clues the author has given to the answer. You might have them underline words or phrases which guide their thinking.

Questions are designed to have the pupils

- (1) make inferences about story events;
- (2) recognize inferences made by story characters.

Suggested questions:

Section 1	Where did the camel come from? (background knowledge should suggest the circus, and the 'long red coat' confirms it.)
Section 2	How did Granny know that the man wanted a piece of pie?
Section 3	Is the camel lost again? Why did the elephant come with him?
Section 4	Will the animals be pleased with their visit?
Section 5	Why wasn't the animal keeper angry with his animals for running away again? How did Granny know that he liked ginger cookies?
Section 6	Why does Granny think the people are smiling?
Section 7	What made Granny look around? Why were the animals following her? What will her new job be?

Independent Exercise

YOUR OWN
exercise

Stories to Study A: ON YOUR OWN, Page 90
Stories to Study B: Page 90

Distinguishing
fact, fiction
and fancy

LESSON 47

In a brief review, have the pupils distinguish between

- (1) stories that tell of events that could really happen ("Running Wolf," "A Doctor Just Like You," "A Rule is a Rule");
- (2) true stories that describe things which really did happen ("Gray Owl and the Beavers," "Place Names in Canada");
- (3) make-believe stories which tell of things that couldn't possibly happen ("The Lady's Room," "Bobo the Bad Little Goat").

Write the following titles on the board and have them classified as stories that *could really happen* or stories that are *make-believe*.

- The Brave Little Raccoon
- The Naughty Frost Fairy
- After the Rain
- Granny Brown and the Circus Animals
- Billy and the Sandman
- The Magic Wishbone

STORIES TO
STUDY,
Pages 85-86

Comment that make-believe stories have many things in them that are true. Have the pupils re-read quickly "The Brave Little Raccoon." Develop two lists on the board, of

Things raccoons really do

- eat fish
- live in the forest
- etc.

Things raccoons don't do

- talk
- carry stones

STORIES TO
STUDY,
Pages 88-90

Review briefly, the story "Granny Brown and the Circus Animals." Have the pupils look for things in the story which couldn't *possibly* be true. Lead them to realize that while the events described in the story are *highly improbable*, only the pink baby elephant is *impossible*.

Discuss the classification of the story, helping the pupils to see that the cumulative effect of the improbable events makes the story a fanciful one.

Independent Exercise

exercise

Stories to Study A and B: Page 91

Forming
sensory
impressions

LESSON 48

The purpose of this lesson is to sharpen the sensory images formed when reading. Attention is concentrated on auditory imagery but pupils should also be encouraged to form visual images as they read "Night Sounds." Pupils should recognize the contribution to auditory imagery of

- (1) words that bring the sound to mind (*rustle, crackle*);
- (2) recalling of sounds actually heard in similar situations.

Then ask them to close their eyes and listen closely for one minute. Ask them to identify as many sounds as possible during that time. Suggest that they should "listen as carefully as they read."

Pupils read
STORIES TO
STUDY,
Page 92

- 1. Have the pupils read Section 1 of "Night Sounds."
- 2. Instruct the pupils to listen for the sounds as *you* read paragraph 2 of "Night Sounds."

Talk about the sounds they heard as you read. Bring out

- (1) that we hear "the bark of a dog" by relating it to previous experience with this sound;
- (2) that because of this, different people "hear" different sounds as they read (a yapping puppy, or a baying hound).

3. Have the pupils read Section 2, thinking about the sounds as they do so.

Have several pupils each read orally one phrase from the list of sounds in paragraph 3, Section 2.

As each finishes reading, have the class select the words that were especially helpful in conveying the sound.

4. For the remainder of the story

- (1) have the paragraph describing the sound read silently. Have the pupils select the words that describe the sound. Read the paragraph *to them*;
- (2) have the pupils suggest what the noise *might* be;
- (3) have the next paragraph read and the sound identified;
- (4) have the pupils imagine themselves in the "awake at night" situation listening to the sound identified and then evaluate the author's description of the sound;
- (5) repeat the procedure with the next sound.

Independent Exercise

exercise

Stories to Study A and B: Page 93

Recognizing
relationships —
space

Pupils read
STORIES TO
STUDY,
Pages 94-95

LESSON 49

In this lesson, attempt to sharpen the pupils' perception of words or phrases that denote the *place* of story action.

Discuss the title of the story "Peter-Who-Never-Would-Listen."

Have the story read in brief sections. As each section is read have the group consider the following problems.

Section 1

Where is Peter to go? Where must his puppy stay?

Section 2

Where did the puppy get his breakfast?
Where did he go afterwards?
Where was Peter before breakfast?
How do you know?
How big is a school bag?

Section 3

Underline the words that tell

where Peter's mother went first;
 where the puppy was not;
 where the policeman was;
 where the postman will look;
 where the milkman saw a dog;
 where Peter's mother's looked for the puppy.

Section 4

How do you know Peter's school bag isn't empty?

Section 5

Where had the "lost" puppy been?

Recognizing
 relationships —
 space

LESSON 50

The story "A Visit to the Farm" provides opportunities to strengthen the understanding of

- (1) the use of words such as *around, over, in, out* to denote position;
- (2) the distance separating places mentioned in a story;
- (3) the area appropriate for different purposes mentioned in a story.

Pupils read
 STORIES TO
 STUDY,
 Pages 96-97

It is suggested that you have the pupils read the story in sections as indicated in the discussion consider the following:

Section 1

The distance from the school to the farm. (as suggested by the bus; "the long drive")

Section 2

The places denoted by the underlined words or phrases. (Pupils might construct a blackboard diagram.)

The probable size of the yard. (Pupils should relate this to a familiar area, such as the size of the classroom or play area.)

Section 3

The meaning of the phrase, "between their toes," and the word "pen."
 The probable size of the goose pen (compared with that of the hen yard).

Section 4

The position of the barn, the cow pasture and the pen. (Have pupils make a blackboard diagram.)

Section 5

Add the pig pen to the diagram showing the barn. Compare its probable size with that of the pen for the cow and calf.

Section 6

The places denoted by the underlined phrases. (Use a diagram if necessary.)

Section 7

The meaning of the underlined phrases. (Use a diagram if necessary.)

Independent Exercises

Stories to Study A and B:

ON YOUR OWN
 exercise

1. ON YOUR OWN, Page 97
2. Pages 98-99

Noting
details

LESSON 51

Use the selection "Snow."

Distinguishing
between
relevant and
irrelevant

Pupils read
STORIES TO
STUDY,
Page 100

Have sentence 1, paragraph 1, read aloud. Ask the pupils what kind of information they expect to find in this paragraph. Have them read the paragraph, looking for details to support their prediction. Refer to the topic sentence and note that details in a paragraph should relate to the main idea expressed in this sentence.

Pupils should discover the sentence that is not relevant (the fourth one). You may wish to list details as the pupils find them, have the list read aloud, and discuss the relevance of each item to the main idea.

As a variation pupils could number the relevant details and underline the irrelevant statement.

Have the paragraph read aloud, first as written, second omitting the irrelevant statement.

Have the pupils listen for the relationship of the ideas, the "fit" of each sentence in the whole paragraph, and the contribution which it makes to the main idea.

Follow the procedure suggested above, in each of the paragraphs in "Snow."

Independent Exercise

ON YOUR OWN

Stories to Study A and B: ON YOUR OWN, Page 100.

Noting
details

LESSON 52

Distinguishing
between
relevant and
irrelevant

Pupils read
STORIES TO
STUDY,
Page 101

Distinguishing between relevant and irrelevant information in different subjects is difficult for children. Several simple exercises in various subjects have been provided as teaching material for this lesson. This early introduction should help pupils to become careful, discriminating readers of content material.

Have the first selection read aloud. Ask pupils which piece of information was *not* necessary in order to solve the problem. Point out key names in the final sentence that serve as clues. Have sentences 1 and 3 read aloud. Ask for the solution. Pupils will see that sentence 2 was not needed.

arithmetic

Find the irrelevant statement in *selection 2* in the same way.

in social
studies

Have *selection 3* read aloud. Ask pupils to list the details given in the paragraph. Discuss the way in which each detail helps to build up a complete idea or picture. Have pupils decide which statement does not do this and why it doesn't. Have the pupils make up a similar paragraph beginning "Carl lives in Manitoba." Then show them how a statement inserted about Prince Edward Island would be irrelevant.

in health

In *selection 4* have the list read and irrelevant statements underlined. Have pupils focus on the introductory sentence in determining irrelevant statements.

in science

In *selection 5* have the first two sentences read and discuss the probable content of the paragraph (the steps in an experiment to show that plants need light, heat and water).

Have each statement which follows read aloud. After each, ask pupils if the sentence adds something to the main idea. In this way they will discover the irrelevant details.

Independent Exercise

exercise

Stories to Study A and B: Page 102

Making an
outline

LESSON 53

Use the selection "Signs of Spring," in Lesson 43.

STORIES TO
STUDY,
Page 80

Review the procedure used in Lesson 37 in making an outline — title, main idea, main headings, supporting details for sub-headings. You may wish to have them refer to pages 69-71 in *Stories to Study*.

After a brief review, have pupils use the selection "Signs of Spring," to give you the correct information that you can write on the board in outline form.

Guide the making of the outline by asking questions such as the following for paragraph 1.

What is the main idea? (It gets warm.)

What details in the paragraph tell us that it is warm?

Your outline so far should look something like this:

Signs of Spring

A. It gets warm.

1. snow is gone
2. sun is hot
3. heavy clothes too warm
4. schoolroom windows are open

Follow the same procedure with each of the remaining paragraphs.

Independent Exercise

exercise

Stories to Study A and B: Page 103

Making an
outline

LESSON 54

Use the selection "Snow" in Lesson 51.

STORIES TO
STUDY,
Page 100

Have pupils recall the irrelevant statements in the selection. Find them, and draw a line through each one.

chalkboard
outline

Follow the procedure used in Lesson 53. Encourage pupils to give brief statements and to observe correct format.

using the
outline

On completion of the outline ask pupils to use the outline as a guide, and to tell the class, in complete sentences, the content of the paragraph.

For variation each student could choose one section of the outline and follow it to write a paragraph. The written paragraphs could then be read aloud and their relation to the outline discussed.

Independent Exercise

exercise

Stories to Study A and B: Pages 104-105

LESSON 55

The purpose of this lesson is to make pupils aware that, in predicting events in a story, we use our own background of knowledge as well as what we read. Discussion of the pupils' answers is important in achieving the purpose.

Have the story "The Bear that Moped" read by sections. Following the reading, have the question at the end of each section answered. (It is suggested that pupils use a piece of paper to cover subsequent parts of the story; all value of the lesson will be lost if pupils read ahead.)

GROUP A

Pupils read
STORIES TO
STUDY A,
pages 107-108

Section 1

Discuss with the pupils how they arrived at their answer. They should note that (1) the information in the story, and (2) their own experience, enabled them to predict Mr. Blooper's answer.

Section 2

Following the reading, have pupils (1) check their previous prediction. They should note that, while they might have used different words, the idea expressed was essentially the same; (2) make a new prediction in response to the question. "Where is Mr. Blooper going?"

Section 3

Following the reading, have pupils

- (1) check their prediction
- (2) predict what will happen.

Discuss the prediction, pointing out that the story doesn't give us any clues, that we are dependent on our previous knowledge of bears and honey.

Section 4

Following the reading, have pupils

- (1) check their prediction
- (2) make a new prediction.

Section 5

Following the reading, have pupils

- (1) check their prediction
- (2) predict what will happen.

Discuss the prediction, pointing out that the story does not give us particular clues to guide us but that we are beginning to get the feeling that Louie is beyond help. (Pupils might list the things that Mr. Blooper says he has tried.)

Sections 6
and 7

Following the reading of each section, have pupils

- (1) check their prediction
- (2) make a new prediction

Section 8

Read and check the last prediction.

Independent Exercise

exercise

Stories to Study A: Page 109

Have the story "Alfred Said No" read in sections. At the end of each section have the pupils answer the question.

As they read the next section, have the prediction checked. This selection was chosen for this lesson because in many cases the outcome is in part unexpected — and so the importance of checking carefully is emphasized. For example, in Section 4, "Dad" would, of course, be annoyed, but the fishing trip is unexpected.

GROUP B
Pupils read
STORIES TO
STUDY B,
pages 107-108

In each case, discuss with the pupils how they arrived at their answers; when they are wrong, discuss *why* they made an error. Be sure that inaccurate predictions resulting from insufficient information are not confused with errors resulting from misinterpretation of the facts. For example, after reading Section 2, pupils might, based on their own experience, expect Alfred to say "Yes" but after the pattern has been set, they should make this mistake.

Independent Exercise

exercise

Stories to Study B: Page 109

Predicting
outcomes

LESSON 56

In previous lessons pupils have had experience predicting story outcomes when their predictions were based on the content of the story read and their knowledge of similar situations.

In this lesson, pupils are expected to use as an additional clue, the *literary form* of the story. Your pupils have no doubt had experience with the cumulative folk tale and will be able to use the familiar pattern to guide their predictions. Do not expect an understanding of the literary technique, but merely a recognition of the repetitive pattern.

GROUP A
Pupils read
STORIES TO
STUDY,
Pages 110-111

Use the story "The Old Woman and Her Breakfast."

Pupils should also indicate an understanding of the story content by recognizing that the foolish old woman can be expected to behave foolishly.

Have the story read in brief sections as indicated. After each section is read, instruct the pupils to pay particular attention to the underlined word or words, and answer the suggested question.

After the first incident with the horse, the sentence "But the _____ would not," "And the _____ did," is omitted in the pupils' practice book. Have the pupils decide what this sentence should be, and write it in the space provided.

Suggested questions:

- | | |
|-----------|-----------------------------|
| Section 1 | What did the old woman cry? |
| Section 2 | What will the old woman do? |
| Section 3 | Will she get an egg? |
| Section 4 | Will the hen take her? |
| Section 5 | Will the bird do it? |
| Section 6 | Will she get her sticks? |
| Section 7 | What will she answer? |
| Section 8 | What will the boy do? |

Independent Exercise

exercise

Stories to Study A: Page 112

GROUP B

Pupils read
STORIES TO
STUDY B,
pages 110–111

Use the story “Silly Jack.”

Pupils should indicate an understanding of the story content by recognizing that Silly Jack can be expected to act without thinking.

Have the story read in brief sections as indicated. At the end of each section, use the questions suggested below to have the pupils predict the next event.

When the following section has been read, have the predictions checked. Discuss their answers with the pupils. Pupils will probably predict incorrectly the instructions Jack’s mother will give (for example, to carry the jug on his head). Be sure they realize that they had the right idea but that customs have changed since the story was written.

Section 1	What do you think Jack will do? Do you think he will be pleased about going to work?
Section 2	What will Jack’s pay be?
Section 3	What will Jack’s mother tell him?
Section 4	How will Jack carry the butter home?
Section 5	What will Jack’s mother tell him?
Section 6	How will Jack carry the cat home?
Section 7	What will his mother tell him?
Section 8	What will Jack’s pay be? How will he get it home?
Section 9	What will his mother say?
Section 10	How will Jack get the donkey home?
Section 11	What do you think will happen?

Following the lesson, read the entire story to the pupils.

Independent Exercise

exercise *Stories to Study B: Page 112*

Understanding
sentence
meaning—
precise word
meaning

LESSON 57

Write this sentence on the board:

“He used to walk along the trapeze rope using an umbrella for balance.”

Discuss the use and meaning of the underlined words used, using.

—“used to” tells that it happened in the past.

—“using” indicates that the umbrella was a necessary part of the equipment and that someone made use of it to help in the act.

Write the following on the board:

"He used to walk."

"He used it to walk."

Discuss the change in meaning when the one word *it* is added to the sentence. Emphasize the need to read each word carefully when using context to determine word meaning, as a single word can change the meaning.

Pupils read
STORIES TO
STUDY,
Page 113

Tell pupils that the first sentence is from a story about a circus mouse named Gillipoo. Use Section 1 of this story for this lesson and Section 2 for the following lesson.

Section 1

Let the pupils read Section 1 silently; then discuss each of the words underlined in the story in the Sourcebook (following Lesson 58). Focus attention upon (1) details within the context that provide meaning clues; (2) the "sense in the sentence" test for correct meaning.

Some points for discussion are provided. However the background experience of your group will determine the way in which you conduct the discussion.

feet

What does the word mean? How do you know that it refers to measurement rather than to a part of your body?

ground

What is another meaning for ground? Why wouldn't it be suitable here?

fall

What other word could you use instead of fall? What parts of the sentence help you to understand the meaning of fall? What other meaning can fall have?

trunk

What other meaning could trunk have in a circus story? Did Gillipoo really "live in and out of a trunk?" What did go in and out of the trunk? Why couldn't Gillipoo live in the trunk all the time?

bulb

Where do you usually see a bulb? Draw the clown's nose. Did Gillipoo put a real bulb on the clown's nose? Why was it called a bulb?

show

"In a circus different people perform special acts." Does this sentence give you ideas of words you could use for "show?" (acts, performance).

watch

How do you know that this watch doesn't mean something to tell time by?

Independent Exercise

exercise

Stories to Study A and B: Page 114

LESSON 58

derstanding
sentence
meaning—
precise word
meaning

TORIES TO
Y, Page 113

give it a go

Use Section 2 of "Gillipoo" (see preceding lesson).

Follow the procedure suggested in Lesson 57.

These are the words and possible points for discussion:

What is the circus manager really asking Gillipoo to do?

What word would we be more likely to use than go?

tights

Discuss Gillipoo's costume of cape and tights. Point out that if you knew what a cape was you could tell what part of his body was left uncovered and thus could conclude that *tights* referred to a garment that covered the lower half of the body. Past experience would have to tell you what kind of garment. Relate the words used in this way to the more common meaning of *tight*. **Why is this garment called "tights"?**

match

What is the meaning of match as used here? Does this word have other meanings? How did you know which meaning to choose? (*lit* a match)

landed

What is the root word of landed? What other meaning does land have? How did you know what landed meant in this sentence? What other things land? (airplanes, parachute jumpers)

loves

What other word could we use for loves in this sentence? Why did the author use loves instead of likes?

The story is reprinted here with the words underlined for your convenience.

GILLIPOO

1. Gillipoo was a circus mouse. He liked riding elephants and waving flags. He loved parades and the funny noises the animals made.

He used to walk along the trapeze rope using an umbrella for balance. Of course, the rope was only stretched two feet above the ground, but then you must admit that's a long fall for a mouse!

Gillipoo was a circus mouse. He lived out of a circus trunk— in and out of a circus trunk. And Gillipoo liked to work in the clown tent, helping the clowns put on their makeup. Every day before the show in the big top, Gillipoo put the red bulb on the end of the clown's nose. And he took it off again every day after the show. Gillipoo loved all these circusy things; but, best of all, he loved to watch the man-being-shot-out-of-a-cannon.

2. One day, the circus manager came to Gillipoo. "The man who gets shot-out-of-a-cannon is sick. How be you give it a go?"

Gillipoo's heart fell into his shoes, flopped over, and lay still.

"My gosh, Mr. Circus Manager," he said, "have you asked anybody ELSE about doing it?"

"Nope, you're the only one who can do it, Gillipoo!"

"My gosh, Mr. Circus Manager!" said Gillipoo, gulping.

And that was how it happened. That afternoon Gillipoo climbed into the cannon. He was wearing orange tights and a purple cape. He was also wearing a very scared face.

The crowd was excited. A mouse-shot-out-of-a-cannon was something nobody had ever seen.

Gillipoo was a circus mouse. He loved all the circus things. But he wasn't at all used to being shot-out-of-a-cannon and he really didn't think he'd like it.

The man lit a match, the crowd roared with excitement, and the cannon went off! Up, up went Gillipoo, straight for a cloud, his purple cape flapping behind him. Down, down came Gillipoo straight for the ground! And then... he landed on the trampoline. And he liked it. He bounced and he laughed and he bounced some more.

Now, Gillipoo is a circus mouse. He likes riding elephants and waving flags. He loves parades and the funny noises the animals make.

And best of all, he loves being shot-out-of-a-cannon.

Independent Exercise

exercise *Stories to Study A and B: Page 115*

Understanding
sentence
meaning—
picturesque
language

LESSON 59

Pupils have had experience in forming different types of imagery and in determining how the use of specific words and sentence structure provides the basis for the picture formed in the reader's mind.

For this lesson a story is provided which offers examples of picturesque language. Through examination and discussion of these examples pupils should realize that the author's choice of descriptive words and sentence structure (1) influences the mental picture that the reader forms in his mind, and (2) enables the reader to distinguish fine shades of meaning in descriptive parts of a story.

Have "Surprises in the Park" read in sections as indicated. Questions are suggested for each section. Have two or three pupils answer each question and let the class as a group discuss, in each case, (1) how the author's choice of descriptive words and/or sentence structure influenced the mental picture that they formed, and (2) if, and how, the author's choice of words (a) helped in understanding the meaning of the phrase or sentence (b) made the story more interesting.

The picturesque phrase precedes the question.

Pupils read
STORIES TO
STUDY,
Page 116

Suggested questions:

- tion 1 A. "a park has wonderful surprises." } Why did Mike want to
 B. "a park is a storehouse of } go to the park?
 surprises."
- tion 2 "he scooted out the door" — What did Mike do after he put
 his jacket on?
 "sniffed the soft air" — What was the first surprise and how
 did Mike find it?
- tion 3 "swooped and sailed along" — What was Number Two surprise?
 What was it doing?
- tion 4 "full of furry gray catkins" — Describe the pussy willow tree.
 "Mike eyed the tree" — What did Mike do to the tree?
- tion 5 "spied a robin preening its feathers" — What was the robin doing?
 A. "a budding forsythia bush" }
 B. "a branch of budding bush" } Where was the robin?
- tion 6 "the small purple bloom" — What words are used to describe the crocus?

Independent Exercise

ercise *Stories to Study A and B: Page 117*

LESSON 60

standing
 sentence
 aning—
 resque
 nguage

In the previous lesson pupils were directed toward the phrases which made use of picturesque language. In this lesson ask pupils:

- (1) to locate examples of picturesque language;
- (2) to tell why they consider the language picturesque;
- (3) to compare the author's choice of words with more ordinary phrases that might have been used;
- (4) to discuss the effect that the picturesque language has upon the pupil in terms of sensory imagery and understanding.

GROUP A

ils read
 IES TO
 STUDY,
 age 118

Have the pupils read the selection a section at a time and follow the four steps suggested above.

Picturesque language which should be discussed:

- ection 1 — they clung to the floor
 — they sighed from one foot to the other
 — secretly, sounding like feathers being blown about by the wind
- ection 2 — Mother's cool busy fingers
 — made an angry horseshoe of his back
- ection 3 — felt it cling to her shoulders
 — plunkety, plunkety, plunk

Section 4

- made little pushing sounds in the snow
- darkness crept over the round earth
- houses began to gather up the dark
- moon made a wide path of light

Independent Exercise

exercise

Stories to Study A: Page 119

GROUP B

Pupils read
STORIES TO
STUDY B,
Page 118

A selection of Mother Goose rhymes and familiar poems will be used in this. Direct pupils' attention to interesting words or constructions. Treat poems individually. Do not feel it is necessary to use all the poems in one lesson.

Read each poem to the class. Discuss it briefly. Have the pupils read the poem silently to find the details to support their ideas.

THE SQUIRREL

- How does the poet show how fast the squirrel moves?
- Which words tell how he looks?
- How do you know the squirrel cracks nuts easily?

THE GRAND OLD DUKE OF YORK

- How do you know the duke had a big army?
- What did he make the men do?
- How do you know he went all the way up and all the way down?

THE WIND

- How does the wind sound?
 - How does the sea sound?
 - What words help us to hear them?
 - What is happening in the orchard?
 - What is the poet worried about?
- (Read the poem while the pupils listen to picture the storm.)

SPRING IS SHOWERY.....

Relate the choice of words to the seasons.

CATKIN

Discuss the effectiveness of comparing the pussy willow to a real cat.

Independent Exercise

exercise

Stories to Study B: Page 119

Recognizing
relationships—
analogous

LESSON 61

Selection 1:

Pupils read
STORIES TO
STUDY,
Page 120

1. Have the pupils read the selection silently. Ask what Jerry meant when he said "What a beautiful day!" Have several pupils show *how* he probably said it. Bring out the fact that we don't always say *directly* what we mean — that our voice influences the meaning of the words.

2. Comment that authors often don't write *directly* what they want to say; that they expect us to think about the words they write and find out what they *really* mean.

Have the pupils find two other phrases in the selection that don't mean what they might seem to at first. Discuss why such expressions as "in sheets" and "lakes on the sidewalk" are appropriate.

Selection 2:

1. Have the pupils read the paragraph and answer Johnny's question.

Selection 3:

1. Read the poem to the pupils. Then have them read it silently. Discuss the three pictures the author has presented.
2. Have the pupils state parts in matter-of-fact language (for example, There are piles of snow on top of the fenceposts) to bring out the effectiveness of the author's words.

Selection 4:

1. Have the pupils read the poem. Discuss the author's use of "sheep" and "hill." Have the pupils decide if this is an effective description.
2. Consider the title of the poem. Have the pupils decide whether this is a good title; and whether "White Sheep" might also be considered a good title. Some pupils might be able to compare the effectiveness of the two.

Independent Exercise

Stories to Study A and B: Page 121

LESSON 62

In the previous lesson pupils were asked to recognize analogies within longer passages. In this lesson the whole story is considered in this light. The author tells a story about mice — but describes a problem we all face.

1. Have the pupils read Section 1 of "The City Mouse and the Country Mouse." Discuss the meal the mice had in the country. Point out that it was plain but nourishing.

Compare it with the meal the city mouse describes.

Have the pupils suggest comparable meals in their own lives (as hamburger or chicken for dinner).

Discuss how it must seem to the country mouse to think of having cake and cheese every day.

Have the pupils suggest a comparable situation (as having Christmas dinner every day).

2. Have Section 2 read silently. Discuss the probable feelings of the country mouse. Bring out (a) his obvious enjoyment of the treats, and (b) his fright.

3. Have Section 3 read silently. Consider the choice the country mouse had to make between plain food and peace, and fancy food and danger.

4. Ask: **“What did the country mouse learn from his trip to the city?”**

Accept such answers as:
to be happy with what he has;
home is the best place;
things aren’t always as good as they look.

5. Ask: **“What can we learn by reading the story?”**

Guide pupils to see that the same things apply in our lives.

Forming sensory
impressions

LESSON 63

Pupils read
STORIES TO
STUDY,
Page 123

The purpose of this, and the following lesson, is to teach the pupils to form more vivid sensory images as they read. In this lesson the emphasis will be placed on visual imagery but instruction need not be limited to this.

Pupils should be encouraged to enjoy the ridiculous pictures in the story, “The Elephant on the Bus,” and to appreciate that each person will visualize the scene differently.

Follow the reading of each section with a discussion that clarifies the visual in. Recognize that some pupils will visualize a scene that they hesitate to describe in words. Encourage this, for the skilled reader, as he reads, enjoys a series of changing mental pictures which he does not, and which he is not expected to, describe in his own words.

However, some discussion is essential to develop an *awareness* of the images that can be evoked by the written word, and the way in which the reader combines the author’s words and his own experience to form sensory images.

Suggestions to guide the discussion of each section follow. As suggested questions are answered, have the pupils support their answers.

Section 1

Ask: **“How did the bus driver look when the elephant got on the bus?”**

(In support of their answers, pupils might refer to the driver’s flat refusal at the beginning, his stuttering, their recognition of the ridiculous elements in the situation.)

Have the second sentence read orally. Have the situation pantomimed to portray the *man’s* reaction.

Section 2

Draw attention to the use of the word “scroonched.” Then have the pupils close their eyes and picture the elephant.

Section 3

Have the pupils close their eyes and picture the woman’s hat. Then have several describe it.

Section 4

Ask the pupils to imagine how the feather would feel tickling their noses.

Have them picture the elephant’s consternation as he looks for a way out of his predicament and then all pantomime his behavior.

Section 5

Before the pupils read this section, instruct them to picture the feather jiggling and down, and as they read, try to imagine how it feels to the elephant. (Don’t be surprised if this causes some of your pupils to sneeze!)

ction 6

Have one pupil pantomime the movement from the "scroonched-up" to the "spread out" position.

Have each pupil describe one person on the bus, with his inappropriate headgear.

Have two pupils dramatize the scene between the penitent elephant and the irate bus driver.

Independent Exercise

ercise

Stories to Study A and B: Page 124

ensory
sions—
auditory

LESSON 64

In this lesson, emphasis will be placed on *auditory* impressions, but instruction will not be limited to these.

Attention should be directed to the apt use of words to convey sounds or pictures.

Have the story "Blackie's Lesson" read in sections.

s read
ES TO
TUDY,
25-126

ction 1

Have the pupils describe Blackie. (Be sure they use the clues given--his name and his age)

What four sounds is Blackie tired of? (Have pupils underline the words that suggest the sounds: *squeaking, meowing, lapped, purring.*)

ction 2

Have the pupils describe the garden. (*White rose, long grass* give clues, but pupils must draw on their own experience. Be sure they are aware of doing this. Encourage diversity of ideas.)

Have pupils close their eyes and picture Blackie and the bee. Then have a pupil pantomime Blackie's actions; have another imitate the bee's buzzing, showing the change when the kitten hits at it.

ction 3

Have the pupils recall their own experience standing on hot sand, or on hot pavement, in their bare feet. Have them pantomime Blackie's actions as described in the first paragraph.

Have pupils tell what David would have heard if he'd been in the front yard. Have the words which suggest sounds underlined.

What words tell how fast Blackie moved?

ction 4

What sounds did Blackie hear in the woods?

What did she see?

Have a pupil pantomime Blackie's behavior with the porcupine.

Read Section 4 to the pupils. Instruct them to listen and imagine they are in the woods with Blackie.

ction 5

What sounds make Blackie happy now?

Independent Exercise

R OWN

Stories to Study A and B: ON YOUR OWN, Page 126



Throughout the first grade program pupils were expected to read orally during the guided reading lessons. Some ability in oral reading can be expected as a result of this directed activity and incidental teaching throughout the school program. However if children are to attain a high level ability as oral readers, a carefully organized developmental program of oral reading skills is essential. A series of oral reading lessons has been included in the Level Four program to *teach* skills basic to good oral reading. Pupils should be guided to practise these skills in *all* oral reading situations.

Vital to the success of an oral reading program is pupil awareness of the *purpose* of oral reading. The only justifiable reason for reading orally in a group situation is to convey an idea to other members of the group. For this reason the suggestions for oral reading as part of guided reading lessons have provided, as far as possible, for an audience situation. At times these may seem rather contrived, but the child who reads to show where *he* found the answer to a question, how *he* feels a character spoke, what *he* thought was most exciting, etc. is contributing his personal interpretation of the situation for his audience's evaluation. The teacher who fails to provide an audience situation for oral reading should hold herself responsible for any dull, monotonous performances.

Oral reading—
reader's
responsibility
to his audience

LESSON 65

Purpose of
reading orally

Basic to good oral reading is acceptance by the reader of his responsibility to his audience. The objective of this lesson is to develop an understanding on the part of pupils that the purpose of oral reading is to convey a message to an audience.

The purpose of the message may be to provide information or entertainment.

To clarify this concept have pupils suggest situations where people read orally. List these on the board. Then discuss the reasons *why*, in each case someone reads orally.

For example:

- The teacher reads an announcement from the school nurse.
- The TV newscaster reads the news report.
- Mother reads her grocery list when telephoning her order.
- Ann's older brother reads the directions for playing her new game.

Standards of
oral reading
performance

Pupils must recognize that oral reading must meet certain standards if the audience is to enjoy and understand it. Choose a short story to read to your class and demonstrate the things that a good reader *does not do* as:

- (1) read very quickly;
- (2) read very slowly;
- (3) stumble over words;
- (4) repeat sentences;
- (5) read too quietly (lower your voice at key points);
- (6) read in a monotone.

Have your pupils criticize the reading from the audience's viewpoint, and develop a list of simple standards for oral reading. This list should meet the needs of your class and will include such points as:

1. Read so that everyone can hear you.
2. Be sure you know all the words.
3. Read about as fast as you talk.
4. Speak like the people in the story.

(It is suggested that these be posted in chart form for future reference.)

Through discussion bring out that to attain these standards it is essential that the selection be read silently and considered thoughtfully before it is read aloud. (For example, to read a conversation, it is important not only to know the words but to know how the person felt as he said them.)

In conclusion discuss briefly the audience's responsibility to the reader.

LESSON 66

Review briefly the ideas presented in Lesson 65 emphasizing:

- (1) the purpose of oral reading is to give a message to an audience;
- (2) class standards have been established and should be adhered to in all oral reading situations;
- (3) careful preparation is necessary for good oral reading.

The objective of this lesson is to teach the pupils to use (a) punctuation, and (b) descriptive verbs as guides in reading conversation.

*

Pupils using *Stories to Study B* may need some help in identifying the verbs. Do not hesitate to supply the word. The important skill in this lesson is the *oral* interpretation of the word.

Write on the board:

"I fell off my bike and skinned my elbow," said Gary.

Review briefly the meaning of the quotation marks.

Discuss the significance of the word *said*, bringing out that it usually indicates a rather matter-of-fact speech. Have the sentence read orally to demonstrate this.

Replace *said* in the above sentence with *sobbed*
explained
cried
replied
called

Discuss what each word adds to the situation and how this would be reflected in the oral reading of the sentence. As pupils demonstrate, encourage classmates to *criticize constructively*, using the class standards as a guide.

Repeat the procedure with the following sentences:

“There’s our new teacher,” pointed Judy.
 whispered Judy.
 exclaimed Judy.
 said Judy.

“I want to go too,” said Johnny.
 sulked Johnny.
 shouted Johnny.
 coaxed Johnny.

Follow a similar procedure with these sentences, focussing attention on the importance of the punctuation mark.

“I can have that book.”
 “I can have that book?”
 “I can have that book!”

“Joe can’t swim.”
 “Joe can’t swim!”
 “Joe can’t swim?”

“Dad said we could go.”
 “Dad said we could go!”
 “Dad said we could go?”

Have the pupils turn to the story, “Peter’s New Tent” (Pages 20-21, *Stories to Study*).

- (1) Discuss the steps to be followed in preparing to read Section 3 orally.
- (2) Have the whole section read silently.
- (3) Have the pupils **re-read the section silently and underline**
 - (i) words (*said, whispered, shivering*, etc.), and (ii) punctuation marks which would help them to read each speech correctly.
- (4) Discuss these.
- (5) Have pupils demonstrate how various speeches should be read. The reading of each should be constructively criticized by the class.



Remember that over dramatization provides as poor an interpretation as reading in a monotone. Strive for a natural performance.

In conclusion, one pupil may read Section 3 in its entirety. The rest of the class should not have books open. They are the audience and should practise good listening habits.

Independent Exercise

exercise

Stories to Study A and B: Page 35

LESSON 67



Review briefly the ideas presented in Interpretation Lesson 65. Stress the reader's responsibility to communicate the author's ideas to his audience and the responsibility of the listener to attend to what he is reading.

List on the board standards set by the class (or review those previously established if they were listed on a permanent chart.)

The purpose of this lesson is to have children improve their ability to convey sensory imagery as they read orally.

Recall briefly the story "The Magic Wishbone."

Have pupils re-read Section 2. Emphasize the need to understand the story and see its pictures clearly before reading it orally.

Discuss William's probable appearance (posture, facial expressions, etc.) as he thought about his wishes. Ask them to imagine that William was "thinking" his wishes aloud, and decide how he would say each.

Have different pupils say each wish. Discuss how the tone used, words emphasized, etc. help to convey the picture to the listeners. Have key words underlined in the practice books. (As *tall* as a *mountain*.)

Have several pupils read the list of wishes. Be sure that the "audience" has a reason for listening. Following each reading, guide the audience in offering *constructive* criticism.

Treat sections 3, 4, and 6 in a similar manner, but in each consider the first and second paragraphs separately. Then have the pupils compare the tone William used as he contemplated his wish and as he discarded it. Discuss how the reader's tone of voice helps the audience to picture the incident.

As a follow-up to Interpretation Lesson 29, it was suggested that each pupil write a description of what he wished for. Have the pupils re-read these silently, underlining key words and then read them orally to their classmates.

LESSON 68

Use the story "The Naughty Frost Fairy." (Interpretation Lesson 30.)

In your introduction to this lesson, stress that a story must be thoroughly familiar before it is read orally to others. Again attempt to develop a realization that the reader himself must see the pictures in the story before he can read so that others will see them.

Follow generally the same procedure as was used in the previous lesson. For example:

Have Section 1 read silently. Ask a pupil to describe the scene. Discuss the important points a reader would want his listeners to understand. (for example, *new* frost fairy; *five hundred* pots of paint; get to work *soon*)

Have several pupils read the section orally and the audience offer constructive criticism. Again, *avoid exaggerated effects*.

Continue in the same manner with Sections 4, 5, 6, and 7. In these sections emphasize that the reader's tone of voice is important in conveying the picture and the feelings of the characters; (for example, it could suggest how ridiculous yellow paint would look on a sleepy old owl).

Following the class discussion and subsequent oral reading of "The Naughty Frost Fairy," have each pupil choose a favorite section from among the stories already used for Interpretation Lessons, and prepare it for oral reading to the class.

Oral reading **LESSON 69**

Review briefly the ideas presented in Lesson 65 emphasizing:

— factual
material

- (1) the purpose of oral reading is to give a message to an audience;
- (2) careful preparation is necessary for good oral reading;
- (3) class standards for good oral reading should be adhered to in all oral reading situations.

The objective of this, and the following lesson is to teach pupils to read factual material orally.

Frequently children, accustomed to more dramatic story material, read factual material poorly because (1) they try to read it with the same dramatic tone as they would use to make a conversation sound "real," or (2) they read the selection in monotone.

To avoid these difficulties, discuss the selection to be read with the pupils and have them note the interesting points that should be communicated to an audience. Have them find the important words which should be emphasized. Concentrate attention on the meaning of the selection.

Use the following procedure with each of the selections.

- (1) Have it read silently.
- (2) Discuss the important ideas presented.
- (3) Have each pupil underline what he considers the key words.
- (4) Emphasize the importance of reading clearly and distinctly.
Pupils might relate these selections to material read to them during science lessons and recognize the importance of understanding correctly what is presented.
- (5) Have several pupils read each selection orally. Following each reading, have the performance constructively criticized.

Pupils read
STORIES TO
STUDY,
Page 106
(sections 1, 2, 3)

Oral reading **LESSON 70**

— factual
material

1. Review the ideas presented in the previous lesson.
2. Follow the procedure suggested in the previous lesson with the selections.
3. Have each pupil choose a paragraph from one of the following selections in *Out and Away* and prepare it for oral reading.

Clouds

The Air We Breathe

Making A Ruler Hum

Pupils read
STORIES TO
STUDY,
Page 106
(sections 4, 5, 6)

ding **LESSON 71**

eful
erial

1. Review briefly the purpose of oral reading and the standards of good oral reading set up by the class.
 2. Review briefly the steps in preparing a selection for oral reading.
 - (1) Read it silently.
 - (2) Be sure you know how to pronounce all the words.
 - (3) Be sure you understand the ideas.
 3. Tell the pupils that sometimes we read orally to tell people something we want them to know, but that sometimes we read them a story that we think will be fun for them and fun for us.
 4. Suggest that when we are reading a story "for fun" we should enjoy it, as well as understand it so that our audience will enjoy it too.
 5. Have the pupils recall the story "The Elephant on the Bus." Have Section 1 re-read silently.

Point out that when reading that section orally it is very important to show the audience how each person spoke.

Discuss how the speaker *feels* each time he speaks.

Have pupils read each speech. After each have the class evaluate the reading.
 6. Point out that, in the rest of the story, the important thing is to have the audience *see* how silly everyone on the bus looked.

Have the pupils read each subsequent section silently and underline the words that help them to see the pictures.
 7. Ask several pupils to read the sections orally. Evaluate *constructively* each performance.
- * *Avoid overly dramatic interpretations.*
8. It was suggested in Lesson 63 that each pupil write a description of one of the people on the bus. Have each prepare his own writing to read to the group.

S TO
UDY,
e 123

LESSON 72

— fanciful
material

Pupils read
STORIES TO
STUDY,
Page 127

1. Review briefly the concepts of oral reading presented in the previous lesson.
 2. Tell the pupils that they are going to read orally a poem that tells a story. Have them state the steps necessary to prepare it for oral reading. (See previous lesson.)
 3. Present the title "Two Little Kittens" and introduce the words *quarrel* and *separate*.
 4. Have the pupils read the poem silently, and ask one pupil to tell *briefly* what happened.
 5. Consider in each stanza:
 - (1) the idea expressed, the mood;
 - (2) the feelings of the characters;
 - (3) key words;
 - (4) word recognition difficulties.
 6. Following the discussion of *each* stanza, have it read orally by several pupils. Have each reading constructively evaluated.
 7. Have one of the better readers read the entire poem.
 8. As a follow-up activity, one pupil could read the entire poem while others pantomime the actions of the characters.
-

LESSON 73

— fanciful
material

Pupils read
STORIES TO
STUDY,
Pages 127-128

Follow the same procedure as suggested for the previous lesson as pupils read the familiar rhyme "The Three Little Kittens."

In the discussion bring out the probable feelings of, and the resultant tone of voice used by, the speakers in each situation.

As a follow-up activity the poem might be read in parts by five pupils acting as: narrator, mother cat, three kittens.

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Note: The selections for 45 of these lessons are available on records in the Gage Listening Program — available from the publishers.

LESSON 1

Purpose: to teach pupils to:
listen and find the main idea.

- Suggested Procedure:**
1. Review briefly the concept of the main idea. (This should be related to the interpretation lessons for Block 86.)
 2. Direct the pupils to listen to the poem and tell in one word what it is mostly about. (Read the poem *without the title*.)
 3. Direct the pupils to listen to the poem again and find out as many things as possible about the picnic. (You may want to list the details on the chalkboard.)
 4. Consider the pupils' answers to (2) and (3) above and elicit a statement of the main idea ("Picnics are fun").
 5. To check pupils' understanding of the poem, ask what detail in the poem does *not* support the main idea.
 6. Re-read the poem.

Poem:

A PICNIC

We had a picnic.
We had buns.
We had wieners —
big fat ones.
We had wieners
on a stick . . .
Mother told us:
"Don't be quick,
Turn your wieners
front and back,
cook them slowly
till they crack."

We had cookies
and lemonade.
Beth saw a bee
and got afraid.
I dropped a pickle
in the dirt,
but I washed it off
so it didn't hurt.
We had a picnic.
Was it fun!
NOW all we want
is another one!

Aileen Fisher

LESSON 2

Purpose: to teach pupils to:
find the main idea of a descriptive narrative.

Suggested Procedure: 1. Direct pupils to listen for the main idea as you read Section 1 of "William." Remind them that when listening for main ideas we think about the important things that happened instead of trying to remember the small details.

2. Question to establish the sequence of events in the first section as:

- (a) William found the beetle.
- (b) He picked it up and admired it.
- (c) He put it in a jar.
- (d) William watched the beetle for a long time.

3. Have the pupils consider this sequence and establish the main idea of Section 1: *William is fascinated by the beetle.*

4. Direct the pupils to listen closely as you re-read Section 1 and note the details that support the main idea as stated. You may wish to discuss some of these.

5. Direct the pupils to listen for the main idea as you read Section 2. (Have a pupil describe the nature of the listening required.)

6. Establish the sequence of events:

- (a) William heard the girls come into the yard.
- (b) The girls looked at the beetle.
- (c) The girls thought it an ugly, horrible thing.

7. Establish main idea of Section 2: *The girls think the beetle is horrible.*

8. Follow the same procedure as described for Sections 1 and 2 to find the main idea of Section 3: *William thinks the bug is shiny, black, and beautiful.*

9. Discuss the method used to find the main idea of each section (listing the major things that happened and then incorporating them all in one statement).

10. Guide the pupils to realize that the same approach can be used to find the main idea of the whole story. Repeat the main ideas of the sections and have them combine to form the main idea of the whole: *To William, the beetle is shiny and beautiful; to the girls, it is horrible and ugly.*

- Note:** (a) Each section of this story could be a separate listening experience for your pupils.
 (b) In another lesson you might want to have the pupils listen for details to support the main idea.

Story:

WILLIAM

1. When William first saw the thing on the sidewalk, he thought it was a large, shiny, black button from somebody's coat. Then, as he reached down to pick it up, it twitched a little and six small legs began to wiggle.

He squatted on the sidewalk, watching it struggle to flip right side up. The legs stopped wiggling, finally, and it lay there, quite still.

Carefully, William reached out a finger and touched its shiny, black body. Its legs wiggled again, and when nothing else happened, William closed his fingers gently around it and held it up in front of his face so that he could look at it.

He had never seen anything so black and shiny and beautiful in all his life. He looked at it for a long time and then, with his fingers closed gently around it, he went out to the garage to find a jar for it.

Now and then it wiggled inside his hand, the small legs brushing his palm as softly as tiny feathers. It was the first time he had held anything so small and so alive in his hand and now and then he opened his fingers ever so slightly to be certain it was still there, black and shiny and beautiful.

Finally he found a jar. He carried it to the end of the garden, set it down on the ground, and dropped a few blades of grass and some leaves from a rose bush into it. Then, very carefully, he slipped the shiny, black thing into the jar, so that it rested on the leaves and grass.

William lay there, watching it. Sometimes it flipped over on its back, legs waving; at other times it struggled to climb up the slippery side of the jar. Most of the time, it just sat there watching William watch *it*.

sister and her friends, made a face, and went back to watching his jar.

"What's William doing?" asked one of the girls.

William's sister frowned. "He probably isn't doing anything," she said. "He's just sprawled out on the grass doing nothing."

"It looks to me as if he has something in that jar," said the girl. She walked over to William and bent down to see what he was watching. "Ugh!" she said.

"What's the matter?" asked William's sister. "What's William got in the jar?"

"A bug. A horrible, black, ugly bug," said the girl, pointing.

William sat up quickly and picked up his jar.

The girls crowded close and peered into the jar.

"Oh, William!" said his sister. "It's a beetle. An ugly, black beetle. What are you doing with it?"

"I'm watching it," said William, holding the jar with both hands.

His sister shrugged her shoulders. "I don't know why you want to keep such a horrible thing!" she said, as she turned away.

3. William watched the girls leave without saying anything at all. When he was alone again, he rolled over and looked into the jar.

He dropped in a few fresh blades of grass for the beetle, and watched it crawl across to examine them.

"Ugly, horrible thing," he said, trying out the words the girls had used. They didn't sound right at all.

"Shiny and black and beautiful," said William.

2. William was lying on the grass, watching his jar through half-closed eyes, when he heard footsteps on the driveway. He rolled over, saw his

Lorrie McLaughlin

LESSON 3

Purpose: to teach pupils to:
interpret the direct words of the speaker when listening to a story.

Suggested Procedure:

Note: It is important that, as you read, the intonation indicates definitely, *but without* exaggeration: (a) what is direct and what is indirect narration, (b) emotional response of the story characters to one another, (c) whether the quotation is a statement, a question, or an exclamation.

1. Tell the pupils that you will read a part of a conversation from a storybook. Relate this to their own experiences in reading direct narration. Discuss the clues used by the reader to help him understand conversation. (For example: quotation marks, question marks, the name of the speaker, words such as *shouted, whispered, loudly*, etc.)
2. Direct the pupils to listen as you read the conversation and find out what is being discussed.
3. Question the pupils to establish
 - (a) that two girls are talking.
 - (b) that the tone of your voice indicated what parts of the story were in the exact words of the girls (thus replacing the quotation marks).
 - (c) that you showed with your voice whether you were reading a statement or a question (thus replacing question marks, periods etc.).
 - (d) that in your reading of the speaker's words you interpreted such phrases as "sounded impressed."
4. Direct the pupils to listen as you re-read the conversation and see what clues help the listener to understand conversation. (Pupils should note that the listener has all the same clues as the reader except the punctuation marks, and in addition is helped by the reader's bringing the words 'to life'.)
5. Have two pupils take the parts of the girls and give an oral presentation of the conversation. (Do not expect the exact words of the story.)
6. Re-read the selection.
7. Discuss the differences between listening to an actual conversation and listening to a conversation in a story. Pupils should note that the author has to establish the scene and has to tell who is speaking, how they spoke etc. Therefore it is important for both reader and listener to distinguish the speaker's words from the rest of the story. Guide the pupils to recognize the contribution of both parts.
8. Discuss briefly the implications of this lesson for the pupils' oral reading.

Selection:

At the library Austine had been lucky enough to find two horse books. "I wish I could ride a horse sometime," she said.

"Haven't you ever ridden a horse?" asked Ellen.

"No. Have you?" Austine sounded impressed.

"Oh, yes," said Ellen casually. "Several times."

It was true. She had ridden several times. If she had ridden twice she would have said a couple of times. Three was several times, so she had told the truth.

"Where? What was it like? Tell me about it," begged Austine.

"Oh, different places."

Beverly Cleary

LESSON 4

Purposes: to teach pupils to:
interpret the direct words of the speaker when listening to a story;
use the indirect narration as an aid in recognizing the emotional connotations in the direct narration.

- Suggested Procedure:**
1. Have the pupils recall that when we listen to a story with conversations in it, we cannot hear the quotation marks; we listen to the "ups" and "downs" of the reader's voice to tell us what the story characters say, and how the story characters feel; that we also listen to what the author tells us to find out about what the characters do and think.
 2. Tell the pupils that today you will read a selection in which the author lets the story characters do almost all the telling. Direct them to listen to tell how many speakers there are, who they are, and what they are talking about. Read the selection.
 3. Discuss the use of such words and phrases as "shouted," "whimpered," "her lips trembling," from (a) the listener's viewpoint; (b) the reader's viewpoint.
 4. Briefly discuss the effectiveness of direct narration in bringing a story situation to life.

Selection:

Archie turned from his half-finished airplane and scowled. "Hey! Susie!" he shouted, "that's my very best book about airplanes, and you can't have it if you're going to turn pages like that!"

"Look!" he scolded, "every page is sticky and crumpled at the bottom!"

"Oooh! Archie!" whimpered Susie, her lips trembling.

"Now don't you start to bawl," muttered Archie, "or Mother will be in here after me, and send you to bed."

"Oh, don't be so mean, Archie. I'll be careful. I'm only looking at the pictures. Can't I?" pleaded Susie.

"O.K.. O.K.," said Archie, "but you might as well learn how to turn pages so when you go to school next year the teacher won't be after you for making wet, dirty marks at the bottom of every page. Bring the book over here and I'll show you how."

"All right, Archie," Susie agreed, "if you'll put a cushion on that chair for me."

"Come along," chuckled Archie, taking a pillow from the sofa and smacking it down on the chair. "There you are! And don't get my airplane glue all over you," he added.

"I won't, Archie, I won't," promised Susie. "Now show me how to turn pages."

LESSON 5

Purpose: to teach pupils to:
listen for details.

Suggested Procedure: 1. Read the poem for enjoyment.

2. Discuss with the pupils, how they would have to listen to this poem to remember the things the cook did.

3. Instruct the pupils to listen as you re-read the poem and try to remember all the things that happened.

4. Ask detail questions such as:

- (a) Name the things the cook started with and what she turned them into.
- (b) Have one pupil recall the five things the cook makes.
- (c) Describe the gingerbread man.

5. Re-read the poem while the pupils listen for the kinds of magic mentioned in the poem.

6. Have the pupils close their eyes and imagine they are in the kitchen as you re-read the poem.

Poem:

THANKSGIVING MAGIC

Thanksgiving Day I like to see
Our cook perform her witchery.
She turns a pumpkin into pie
As easily as you or I
Can wave a hand or wink an eye.
She takes leftover bread and muffin
And changes them to turkey stuffin'.
She changes cranberries to sauce
And meats to stews and stews to broths.
And when she mixes gingerbread
It turns into a man instead
With frosting collar, round his throat
And raisin buttons down his coat.

Oh, some like magic made by wands,
And some read magic out of books,
And some like fairy spells and charms,
But I like magic made by cooks!

Rowena B. Bennett

LESSON 6

Purpose: to teach pupils to:
listen for details.

Suggested Procedure: 1. Review the nature of the listening required to note details.

2. Tell the pupils that you will read them a selection about Grandfather Frog and that they are to see how many things they can learn about his life.

3. Ask detail questions such as:

(a) Where did Grandfather Frog live?

(b) When was he born?

(c) What was he called when he was little?

(d) What did he have when he was little that he didn't have when he was grown up?

(e) How did he learn about the people who live around the Smiling Pool?

4. Direct the pupils to listen as you re-read the selection and find *five kinds* of things that Grandfather Frog saw.

Note: In a subsequent language lesson pupils might discuss things which Grandfather Frog may have seen that fall into each of the five categories.

Selection:

GRANDFATHER FROG'S WORLD

Were you to ask Grandfather Frog what he knows about the Great World, he would, if he replied at all, probably say that he knows all about the Great World. Yet in all his long life he never has been away from the Smiling Pool. For him the Great World is in the Smiling Pool, and this he does know all about. Anyway no one else knows more about it.

Grandfather Frog was born there. For over two years he lived wholly in the water, just as the fishes do, for that is the way with baby Frogs. Then they have long tails and no legs and breathe as the fishes do. They are called Tadpoles or Pollywogs, and do not look in the least like Frogs. In those days, while he was growing from a small Tadpole to a very big Tadpole, he spent much of his time swimming about and so he learned all about the Smiling Pool and the people

who live in it all the time, and the people who live in it part of the time. Later, when he had changed to look like the Frog that he really was, he learned to know the people who live around the Smiling Pool, and those who visit it. He knew them and much about them for he saw much and heard much, and what he saw and heard he remembered. The things we see and hear are the things that go to make life for each of us wherever we may be. So perhaps Grandfather Frog was right in feeling that he knew all about the Great World.

Sitting on his favorite big, green lily-pad he saw lovely things happen, dreadful things happen, wonderful things happen, and funny things happen. He saw exciting things. He saw and heard happiness, joy, fear and sorrow. The Great World beyond the Smiling Pool could have shown him nothing different.

Thornton W. Burgess

LESSON 7

Purpose: to teach pupils to:
form vivid visual imagery while listening.

- Suggested Procedure:**
1. Tell the pupils that you will read a poem called "General Store." Direct them to listen to learn why it is called a *general* store. Discuss briefly the "general" idea, and the descriptive line, "There'll be a little of everything."
 2. Have several pupils describe what pictures they saw as they listened to the poem. Discuss *briefly* that different pupils pictured the store differently because (a) they each thought of the stores they knew about; (b) they each remembered different things from the poem.
 3. Ask how the poem helps us to picture a general store with its many different things for sale (by listing an abundance of details).
 4. Tell the pupils to listen as you re-read the poem and pretend that they are going to the general store.
 5. Ask (and encourage diversity in answers):
 - (a) What did you hear as you went into the store?
 - (b) What word helped you to hear the bell?
 - (c) What would you have seen if the storekeeper had opened a drawer to get you something?
 - (d) Suppose you wanted to make a new dress. Tell what you would see in the store.
 - (e) What did you notice hanging from the ceiling?
 - (f) What would you buy?

6. Pupils might enjoy developing a chalkboard sketch of the store.

Poem:

GENERAL STORE

Some day I'm going to have a store
 With a tinkly bell hung over the door,
 With real glass cases and counters wide
 And drawers all spilly with things inside.
 There'll be a little of everything;
 Bolts of calico; balls of string;
 Jars of peppermint; tins of tea;
 Pots and kettles and crockery;
 Seeds in packets; scissors bright;
 Kegs of sugar, brown and white;
 Sarsaparilla for picnic lunches,
 Bananas and rubber boots in bunches.
 I'll fix the window and dust each shelf,
 And take the money in all myself,
 It will be my store and I will say:
 "What can I do for you today?"

Rachel Field

LESSON 8

Purpose: to teach pupils to:
 form vivid visual imagery while listening.

- Suggested Procedure:**
1. Have the pupils recall that as they listened to the poem, "General Store," the words reminded them of things they had seen or heard and so they were able to picture the store.
 2. Direct the pupils to listen to the first two paragraphs of "Uncle Joe's House" to find out what Kim's new house is like.
 3. Have two or three pupils describe the house as they pictured it. Direct the class's attention to the fact that the story details were supplemented (color of the house, furnishings, etc.) but not altered, by individual children, and that each pictured the house differently.
 4. Instruct the pupils to visualize Uncle Joe's house as you read paragraph 3. (Do not ask for an oral interpretation.)
 5. Direct the pupils to listen to the main part of the story so that they can pretend to be Kim persuading a friend to go to Uncle Joe's with him. (Read the rest of the story.)

6. Choose pupils to "be" Kim and have each "persuade" the child who sits next to him by describing one of the wonders of Uncle Joe's house. For example, "Come to Uncle Joe's, Jim. We can have lots of fun sliding down the banisters. They're slippery and curved, and there's no bump at the bottom."

7. Re-read the story. Direct the pupils to listen for any of the games that were forgotten in Step 6. Before beginning, have pupils recall that to do this they must keep in mind the situations already reported, as they listen.

8. You may need to question some pupils to encourage the use of background knowledge to strengthen visual imagery.

9. Have the pupils state the main idea of the story.

10. In a supplementary lesson, you might read the story and have the pupils listen for words or phrases that helped them "see" Uncle Joe's place.

Story:

UNCLE JOE'S HOUSE

Kim lives in town in a new house, and all the rooms in his house are on one floor. The kitchen, the dining-room, the living-room, the three bedrooms and the bathroom.

It is a clean, sunny, beautiful house. There are no cubby holes or nooks and crannies to gather dust and junk. The yard is neat and tidy, and has a flower bed, a lawn, a little vegetable garden, and a lilac tree.

Kim's Uncle Joe lives outside of town. He has an acre or two of land, and lots of trees. Uncle Joe's house has an upstairs, and an attic, and curly trimming across the top.

Uncle Joe lives alone and he likes to tinker with old cars. He parks them in his yard and works on them, so his yard is a clutter of bolts, and wheels, and pieces of old cars. Whenever Kim's dad visits Uncle Joe, Kim wants to go, too.

"There are so many wonderful places to play," he says.

Uncle Joe's house is full of cubby holes and nooks and crannies that gather dust and junk. But Kim doesn't see the dust. He climbs into one of the cubby holes and pretends it is a cave. Outside the cave there might be bears growling and wolves howling, but he is safe because he can hide in his cave and shoot at them.

And in the nooks and crannies he finds things that he can play with. An old top hat, a puzzle or two, a book with strange pictures, a piece of rope even. Uncle Joe's nooks and crannies are full of surprises!

Uncle Joe's house has a long banister on stairway, that Kim can slide down. He may be sliding into the ocean, or down a cliff, or a man's pole, or just plain sliding.

In Uncle Joe's attic there are trunks and boxes; there are cobwebs and fishing poles; there are old pictures and hockey sticks. Kim can have a fine time there. He can open the trunk and get out a navy suit and be a sailor; he can watch a spider spin a web; he can fish out the window and catch whales.

He can look at old pictures of his dad and Uncle Joe, or he can score a dozen goals with an old hockey stick.

Out in Uncle Joe's yard Kim can climb a tree and sail the seven seas; he can fly a big plane and go right through a cloud; he can be a bird in the top of the tree.

When he climbs down from the tree, he can get into Uncle Joe's old cars and honk the horns. One can be a big car with a driver, and Kim can sit in the back and give orders. One can be a race car, close to the ground, and Kim can steer it in and out and around the bends and win first prize.

Uncle Joe's house is not tidy or beautiful. But it suits Uncle Joe. It suits Kim, too.

LESSON 9

Purpose: to have pupils:
experience vivid auditory imagery when listening.

- Suggested Procedure:**
1. Tell the pupils you are going to read a poem that tells what a child saw and heard on a train trip. Have them close their eyes and pretend they are with him. In the first two stanzas, the newsy, the dining car steward, and the conductor all appear. Be sure to indicate the changes with your voice.
 2. Discuss the things that were heard on the train.
 3. What people might have been heard on the train?
 4. Tell the pupils to listen for "sound" words as you re-read the poem.
 5. Instruct the pupils to listen as you re-read the poem and picture how the train looks.
 6. Discuss what they saw.

Poem:

TRAINS

Riding on a fast train
With red plush cars,
"Ice-cream and peppermints,
Magazines and choc'late bars."

"Diner in the rear, sir,
"First call for lunch."
Conductor wants the tickets,
Punch . . . punch . . . punch.

People going places
But I won't stare.
There's a funny fat man snoring
In his red plush chair.

There's a lady with a baby
And it's going to cry some more;
Such a sleepy fat man
Snore . . . snore . . . snore.

Fast train whizzing
Down its shiny track,
Bags bouncing up together,
Bumping in the rack.

Stop, look, and listen!
RR track ahead!
Look out for the engine,
And the cars plush red!

Elizabeth Morison Townshend

LESSON 10

Purpose: to teach pupils to:
form vivid auditory imagery when listening.

Suggested Procedure: 1. Discuss briefly the signs of approaching winter that pupils noted.

2. Tell them you will read a selection which tells them about things they might hear when spring is coming.

3. Ask what they heard. List the birds on the chalkboard.

4. As you re-read, direct the pupils to listen and find out how each bird sounded.

5. Discuss with the pupils how the author helped them to hear the sounds of the birds. For example,

"Cheer up! Cheer up!"

"soft plaintive whistle"

"sounding as if it needed oiling"

"rat-a-tat-tat"

"long roll as of distant thunder"

6. Have the pupils attempt to make the sounds for each bird that they heard as you read.

7. Re-read the selection and have the pupils decide if the sounds they made were very like the sounds of the birds.

Selection:

THE VOICE OF SPRING

Where was Mistress Spring? Had she arrived, or was she merely on the way? Welcome Robin was back from the Sunny South calling "Cheer up! Cheer up! Cheer up, cheer!" and making glad the hearts of all who heard him. Winsome Bluebird was back, his soft, plaintive whistle seeming to come from everywhere and nowhere. Redwing the Blackbird was back, singing from his favorite perch on an alder near the Smiling Pool. Creaker the Grackle's squeaky voice, sounding as if it needed oiling, could be heard coming from the tops of the nearest pine trees in the Green Forest. Mr. and Mrs. Quack were on the Big River near the mouth of Laughing Brook. Across the Green Meadows to the dear Old Briar-patch came the sharp rat-a-tat-tat of Drummer the Woodpecker using a dead limb for a drum. Now and then there was a long roll as of distant thunder. "Thunderer the Grouse is drumming for Mrs. Grouse," Peter Rabbit would say as he listened.

Thornton W. Burgess

LESSON 11

Purpose: to teach pupils to:
understand and recall a sequence of ideas when listening.

- Suggested Procedure:**
1. Tell the pupils you are going to read a poem called "Strawberries." Direct them to listen to remember what things happened and the order in which they happened. Discuss the nature of the listening required. Pupils should note that the combined tasks of recalling details and sequence require careful, concentrated listening.
 2. Read the poem.
 3. As the pupils recount the events, make a list on the board.
 4. Direct the pupils to listen as you re-read the poem to check the sequence in the chalkboard list.
 5. Have the pupils pretend they were with the girls as you re-read the poem. Ask several pupils to describe favorite parts.
 6. As a review of sensory imagery, you might ask the pupils to listen for words that helped them to see and taste the strawberries.

Poem:

STRAWBERRIES

Peggy, and Phoebe, and Jeannie, and I
Went looking for strawberries once in July.
We went by the pasture and sucked the wild clover,
Looked under the bridge, where the people pass over
(We wanted some strawberries,
Big, red, ripe strawberries,
Luscious, sweet strawberries
Baked in a pie.)

Peggy, and Phoebe, and Jeannie, and I
Found strawberries big as an elephant's eye,
And soon we were picking, and eating, and picking,
And licking our fingers to keep them from sticking.
(We wanted some strawberries,
Big, red, ripe strawberries,
Luscious, sweet strawberries
Baked in a pie.)

Peggy, and Phoebe, and Jeannie, and I
 Were filling our aprons with berries for pie,
 When over the field came a man with a stick,
 Who shouted, "Get out of my strawberries, quick!"
 (We wanted some strawberries,
 Big, red, ripe strawberries,
 Luscious, sweet strawberries
 Baked in a pie.)

Peggy, and Phoebe, and Jeannie, and I
 Dropped our berries and flitted like birds on the fly.
 The rest of the day we spent rinsing and rubbing
 And washing our clothes and scouring and scrubbing
 The stains from those strawberries,
 Sticky, red strawberries –
 And none of those strawberries
 Went in a pie.

Joan Coveney

LESSON 12

Purpose: to teach pupils to:
 understand and recall a sequence of ideas when listening.

Suggested Procedure: 1. Tell the pupils you are going to read them a story describing how one little boy had a new suit made especially for him. Instruct them to listen and find out all the steps in making it. Read the story.

2. Discuss the steps in transforming the wool into a suit.

3. Have one pupil attempt to recount all the steps in sequence. (Emphasize that the steps must follow in order, since each is built on the previous one.)

4. Instruct the pupils to listen as you re-read and be able to give, *in order*, the tasks Pelle did to earn his suit.

5. Ask if the order of the *tasks* was important to the story. (Bring out that in making the suit the order of doing things was important but that the order in which the tasks were given could have been changed. For example, he could have tended the cows before he pulled the weeds, and so on.)

Story:

PELLE'S NEW SUIT

There was once a little Swedish boy whose name was Pelle. Now, Pelle had a lamb which was all his own and which he took care of all by himself.

The lamb grew and Pelle grew. And the lamb's wool grew longer and longer, but Pelle's coat only grew shorter!

One day Pelle took a pair of shears and cut off all the lamb's wool. Then he took the wool to his grandmother and said: "Granny dear, please card this wool for me!"

"That I will, my dear," said his grandmother, "if you will pull the weeds in my carrot patch for me."

So Pelle pulled the weeds in Granny's carrot patch and Granny carded Pelle's wool.

Then Pelle went to his other grandmother and said: "Grandmother dear, please spin this wool into yarn for me!"

"That will I gladly do, my dear," said his grandmother, "if while I am spinning it you will tend my cows for me."

And so Pelle tended Grandmother's cows and Grandmother spun Pelle's yarn.

Then Pelle went to a neighbor who was a painter and asked him for some paint with which to color his yarn.

"What a silly little boy you are!" laughed the painter. "My paint is not what you want to color your wool. But if you will row over to the store to get a bottle of turpentine for me, you may buy

yourself some dye out of the change from the shilling."

So Pelle rowed over to the store and bought a bottle of turpentine for the painter, and bought for himself a large sack of blue dye out of the change from the shilling.

Then he dyed his wool himself until it was all, all blue.

And then Pelle went to his mother and said: "Mother dear, please weave this yarn into cloth for me."

"That will I gladly do," said his mother, "if you will take care of your little sister for me."

So Pelle took good care of his little sister, and Mother wove the wool into cloth.

Then Pelle went to the tailor: "Dear Mr. Tailor, please make a suit for me out of this cloth."

"Is that what you want, you little rascal?" said the tailor. "Indeed I will, if you will rake my hay and bring in my wood and feed my pigs for me."

So Pelle raked the tailor's hay and fed his pigs.

And then he carried in all the wood. And the tailor had Pelle's suit ready that very Saturday evening.

And on Sunday morning Pelle put on his new suit and went to his lamb and said: "Thank you very much for my new suit, little lamb."

"Ba-a-ah," said the lamb, and it sounded almost as if the lamb were laughing.

Elsa Beskow

LESSON 13

Purpose: to teach pupils to:
recognize the emotional reactions of story characters.

Suggested Procedure: 1. Tell the pupils that you will read the first part of a Halloween story which will be finished later in the week. Instruct the pupils to listen to be able to name the people in the story. Read Section 1 of the story. List the people on the board.

2. Ask the pupils how each person *felt* in the story. Encourage use of more descriptive words than the hackneyed "glad" or "sad."

3. Divide Section 1 into three or four short parts and re-read one part at a time. Following each, discuss *in detail* the clues to emotional reactions of the story characters found in

- (1) what they said ("That's no fun.")
- (2) how they said it ("Yes," Tom *sighed*.)
- (3) what they did ("blinking back the tears.")

4. Have the pupils formulate a summary statement that we can learn how a story character feels by listening to find out (a) what he does, (b) what he says, (c) how he says it.

Story:

THE NELSONS MAKE THE BEST OF IT

1. It was the Thursday before Halloween, and the Nelson children were just getting over scarlet fever.

"They may go outdoors on Saturday and to school on Monday, Mrs. Nelson," said Dr. Day, as he was leaving.

"Monday?" exclaimed Tom. "But Halloween will be over! I feel fine now."

"But we want to be sure you're really well," said Dr. Day.

"Yes," Tom sighed. "But the fifth grades are having a contest, and I'm on the decorating committee for our room."

"And our room is giving a prize for the best costume," eight-year-old Ellen said.

Then Ellen and Tom looked at Mark. It was his first Halloween in school, and he was having a hard time blinking back the tears. "Now I can't—"

"I know, Mark," said Dr. Day, "but you wouldn't want to give scarlet fever to the whole kindergarten, would you?"

Mark shook his head. "Billy Bowen gave it to me. I wish he'd kept it."

Dr. Day laughed. "So do I, Mark. But you'll have to make the best of it — all of you. Good-bye now!"

"Good-bye, Dr. Day!" Mrs. Nelson said. "Thank you for coming."

"Make the best of it! What can we do? We've played all our games, and I'm tired of television. Tom kicked the carpet impatiently.

"Why not have a Halloween celebration of your own?" suggested Mrs. Nelson.

"That's no fun," complained Tom. "It's too much working with the kids and being in the parade that's fun."

"What's the use of making a costume that no one will see?" asked Ellen very unhappily.

"Tom and Mark would see it," said Mrs. Nelson.

"But they don't count. They're just—" The mother added, "Oh, come on, Tom! I'll beat you at checkers!"

"Can I play?" asked Mark wistfully.

"Sorry. Checkers is just for two," said Tom.

"I'll play with you later, Mark, if you're quiet and don't interrupt us," promised Ellen. "Go watch TV."

"I don't want to!"

"The story lady is just coming on," suggested Ellen, looking at the clock.

"Whee!" cried Mark, running to turn on the television set.

LESSON 14

Purpose: to have pupils:
recognize the emotional reactions of story characters when listening.

Suggested Procedure: 1. Have the pupils recall that to learn how story characters feel, they listen for

- (a) what they say;
- (b) how they say it;
- (c) what they do.

2. Instruct the pupils to listen as you re-read Section 1 of the story "The Nelsons Make the Best of It," and recall how they did this.

3. Tell the pupils that you will read the rest of the story in four parts and that at the end of each part you will ask what feelings each of the children has shown.

4. Proceed as in Lesson 13.

Story: (cont'd)

THE NELSONS MAKE THE BEST OF IT

2.A. "Obadiah Bunny and His Friends" was Mark's favorite program. Today the story was about some forest animals, who were getting ready for a Halloween parade. But Halloween wasn't as much fun as they had expected. They were worried about Ray Raccoon. Where could he be? However he finally caught up with them. He explained that he was late because he had lost his face mask.

"Silly!" the other animals cried. "How could you lose it when you're always wearing it?"

Ray Raccoon hadn't thought of that. Sure enough, just as his friends had said, he WAS wearing his own mask.

Mark thought the story was so funny that he ran to tell Tom and Ellen about it.

"Oh, Mark!" scolded Ellen. "I was just figuring out my next move. I was sure I had the game."

"Now for the news of the day," the television announcer was saying.

"Turn it off, Mark," called Ellen impatiently.

"Why?" Mark started to whine.

"Because I can't think!" Now Ellen was really cross.

B. But before Mark reached the set, Tom stopped him. "Listen! That's about our neighborhood!"

"The Elm Park Neighborhood Club is giving a prize for the best Halloween window. The competition is open to children between five and twelve years old. And the prize? Well, boys and girls, it's a black cocker spaniel puppy!"

"The judges will tour the neighborhood on Friday evening between six and seven o'clock. The winner will be announced over this station at eight o'clock, and on Saturday at ten, the story lady will present the puppy to the lucky winner."

"Let's try for him, Ellen!" cried Tom.

"We'd better ask Mother first. You know how

she and Dad feel about a puppy. A puppy's a lot of work."

"But, Ellen, there are three of us to take care of him. Mark's big enough to help."

"I know," agreed Ellen, "but we'll have to ask Mother."

The three children ran to the kitchen. "Oh, please, Mother!" they teased. "We'll walk him and feed him and bathe him. You won't have to do a thing for him, and you'll never have to remind us."

Mrs. Nelson laughed. "You talk as if you already had won the spaniel puppy."

"Well — we have — almost —" said the children.

"All right. You can decorate the sunroom window."

C. So the three children began to work. "First we'd better make a sketch of what we're going to do," said Tom.

As Tom drew, Ellen looked over his shoulder. "But, Tom, everyone will do witches and cats. We should do something different."

"Well, do you have any better ideas?"

"No —" she said slowly.

"I do!" said Mark. "We can be Obadiah and his friends like in the story this morning. Can I be Ray Raccoon?"

"But, Mark, there are only three of us. We'd need more children," said Ellen.

Mark looked sad. "I s'pose so."

"Hey, I've got a swell idea!" exclaimed Tom. "We can't act out the story, but we can make a scene from it. We can use Ellen's big doll for the story lady giving out treats at the parade and our stuffed animals for Obadiah and his friends."

"That sounds great!" said Ellen.

The rest of that day and the next, the children worked like beavers. At six o'clock on Friday, they pulled open the draperies in the sunroom,

and snapped on the spotlight that Tom had set up. There was a big drawing of a street on brown paper for the background. At one end were a group of children as if they were in a parade. In the centre there was a large doorway. On a table in front of it stood Ellen's big doll dressed as the story lady, and in front of her were Obadiah Bunny, Chippy Chipmunk, Noggin Squirrel, and Benny Beaver wearing costumes and masks. And behind them, in a pirate costume with no mask except his own, was Ray Raccoon.

D. Soon there was a crowd of people around the Nelsons' window, laughing and nodding.

"Are they the judges?" asked Ellen, as two women and a man stepped forward and looked the scene over very carefully.

"Could be," said Tom. "They're taking notes. Say, I'll bet they are! There's Debbie Powell's father, and he's head of the Neighborhood Club."

By eight o'clock, the crowd had gone, and the Nelsons gathered around the television set to wait for the announcement of the contest winner.

"The Elm Park Neighborhood Club contest has been so successful that the judges have had a hard time choosing the winner. Almost every home had a decorated window."

"Oh, hurry!" urged Ellen.

Tom laughed. "He can't hear you, Ellen."

"I know he can't, but why doesn't he hurry?"

"Now here is Mr. Powell, the president of the

Neighborhood Club. He will announce the lucky winner."

After what seemed like a very long speech Mr. Powell finally cleared his throat, and started to make the important announcement.

"He's worse than the announcer," complained Ellen.

"He's just building up suspense," said Tom. "Miss Sheldon tells us to do that when we're telling a story."

"There was one window which was not worked out in fine detail, but which was different. I understand that it represented a scene from a story told by the story lady yesterday. The judges have decided that it should have the prize. If the winners, Ellen, Tom, and Mark Nelson, will come to this station tomorrow at ten o'clock they will be awarded the Halloween puppy."

And at ten o'clock the next morning, the Nelson children were at the studio of the television station. After the announcer introduced the children, the story lady came forward with a wiggly black puppy in her arms.

"Since you are a girl, shall I give you the prize?" she asked, moving toward Ellen.

Ellen shook her head. "No, the idea was Mark's. He should hold the puppy. We'll all take care of him, of course."

"We're all going to take care of him," echoed Mark, his eyes shining as he held out his arm for the squirming puppy.

Hazel Cederborg

LESSON 15

Purpose: to teach pupils to:
listen and follow directions.

Suggested Procedure: 1. Relate the following anecdote:

"I have to take a lion to school tomorrow, Mother," said Timothy.

"A lion!" said his mother. "A real lion?"

"Yes, a real lion," said Timothy. "The teacher said we each had to bring one tomorrow!"

"That's silly!" said his mother.

"I know," said Timothy, "but I just have to." And off he went to look for a lion to take to school. He asked everyone he met for a lion and everyone said "That's silly!" So Timothy went to school without a lion. And do you know he was the only person in Grade Two who didn't bring what the teacher asked for!

2. Ask the pupils what they think the teacher had asked for (a *picture* of a lion) and why Timothy had got into difficulty.

3. Stress the importance of following directions accurately.

4. Discuss listening to directions, bringing out that:

- (1) directions should be given clearly;
- (2) directions should not have to be repeated;
- (3) it is important to listen *closely* to *all* the directions before beginning;
- (4) if the directions are *not clear*, it is important to ask about them. (Do not allow your pupils to take advantage of this to get the directions *repeated*, but answer honest queries.)

5. Do the following practice exercises to develop skill in following the type of directions frequently used in classroom situations. (Adapt them to your own classroom procedure.) Give the directions orally, *once only* and have the pupils follow them. Caution them to listen to *all* the directions before beginning work.

- (a) **Take out your reader and turn to page 121. Read the last word on the page.**
- (b) **Put away your readers. Take out your workbook and your black crayon. With your crayon, print in capital letters the first three letters of the alphabet.**
- (c) **In the margin of your page, write the numerals from one to ten. Write on every second line. Beside each numeral write the first name of a friend. You should have ten names on your page.**

6. Develop similar exercises appropriate to your class.

LESSON 16

Purposes: to teach pupils to:
listen to and follow directions;
give directions clearly.

Suggested Procedure: 1. Review the principles established in Lesson 15 for giving and following directions.

2. Give each pupil a 12 x 18 sheet of newsprint.

3. Give instructions as follows:

- (a) **Fold your paper in half. Open it up and fold it in half the other way.**
- (b) **Take out your crayons. Number the boxes on one side of the paper from 1 – 4. Turn the paper over and number them from 5 – 8. It does not matter which box has which number.**

4. Give the following directions. Allow time between each direction for pupils to work.

(a) In box number 1, make a big round circle.

(b) Put a small round circle on top of it and two long rabbit ears on top of the small circle.

(c) Make a little round tail on your rabbit.

5. Choose pupils to give directions for the making of pictures in each of the other boxes. Do not let the person giving the directions watch the pictures develop. When a pupil has finished, have the pupils look at their pictures and decide if the directions were complete, and if their pictures match the directions given.

Have the pupils evaluate the speaking:

Could the speaker be heard?

Were his directions clear?

Suggested pictures:

Box 2 — a face

Box 3 — a wagon

Box 4 — a snowman

Box 5 — a train

Box 6 — a clown (describe his costume)

Box 7 — the animals in the farmyard (pupil specifies numbers and kinds)

Box 8 — a map of the playground

LESSON 17

Purpose: to teach pupils to:
predict outcomes when listening.

Suggested Procedure: 1. Review, very generally, "predicting outcomes" as we read or listen. Bring out that (a) it makes reading or listening more fun; (b) a prediction is based on the part of the story already read or heard; (c) a prediction must always be checked as the story continues and may be changed as new facts are added.

2. Read the title of the story. Discuss the question this raises (who or what is Curly) and the absence of clues to the answer.

3. Read the story in sections, pausing at the end of each section to discuss (a) accuracy of previous predictions (details which supported or led to changes in them); (b) questions raised by events in that section; (c) predictions of what will happen next. (Encourage differing opinions, if they can be supported.)

For example, in Section 1:

(i) Curly can now be positively identified; (ii) Raymond and Uncle Tom want to train the dog; Aunt Sarah wants him to be "just a pet." Who will win? (iii) What will Curly do in response to Raymond's order? (Have pupils make several suggestions.)

4. In the discussions, bring out:

(a) We don't always find the answer to our questions immediately. (We don't find out if Aunt Sarah will have her "pet" until the end of the story.) (b) Frequently story clues lead us to make a wrong prediction and so careful checking is necessary. (The conversation in Section 2 leads us to expect a "hens-Curly" incident which does not occur.) (c) The more definite the details we have, the more positive we can be in our predictions. (There is little doubt of Raymond's next move when he finds the lost child.)

5. In all "listening" situations, pupils should listen to classmates as well as the teacher. By refusing to repeat any pupil's answer, you can encourage better listening and speaking habits. In this lesson, pupils must listen to their classmates (a) to avoid repeating ideas already proposed, and (b) to take part in the discussion of the prediction.

Story:

CURLY

1. "Curly's growing fast," Aunt Sarah said, holding out a small piece of well-buttered toast to the dog.

"He won't be a fine dog if you and Raymond keep on feeding him between meals," Uncle Tom said crossly. "He will get fat and lazy."

"Curly will never get fat and lazy," Raymond said then. "He's going to be a wonderful dog at retrieving — after I get through teaching him, that is!" Then, "Come on, Curly," he said, and he and the dog dashed through the open door. A moment later, Raymond's voice could be heard, "Fetch, Curly! Go get it!" Then, "That's a good dog," Then, "Fetch, Curly! Go get it."

"Curly is too young for such severe training," Aunt Sarah said consideringly. "He's only ten months old!"

Uncle Tom looked up from his breakfast plate. "Curly likes learning." Uncle Tom's voice indicated he wanted to hear no more about the matter.

"All this training will spoil him for a pet," Aunt Sarah protested.

"He's too good a dog to waste on being a pet." Uncle Tom got up from the table and went off down to the lower field to count the cattle there.

Aunt Sarah stood at the door and watched him till he was out of sight, then turned her attention to Raymond and Curly.

"He's going to be a grand dog," Raymond paused to give Curly a pat; then asked Aunt Sarah for an old sock. When she had given him an old gray one, long past mending, Raymond stuffed it with hay.

Then he held it out to Curly and let him sniff at it for a minute or two.

"Now watch him," Raymond told Aunt Sarah as he tossed the sock as far as he could throw it into a clump of weeds.

"Fetch it, Curly!" Raymond ordered.

2. Curly had it back in half a minute. "Good dog!" Raymond gave him a pat.

"Come on with us, Aunt Sarah, and watch us," Raymond invited; and after a moment's hesitation Aunt Sarah locked the door and went with them along the river.

As they crossed the yard the big white gander hissed a warning at Curly not to come near the goslings. A white hen squawked to the hens to run for cover that the dog was coming, but Curly moved quietly on his way, giving no cause for trouble.

"Curly has learned how to move around a farm all right," Aunt Sarah said admiringly.

"He's a very smart dog," Raymond said.

"If only the hens would learn to leave his dinner dish alone," Aunt Sarah sighed.

"Curly doesn't like anyone to try to eat out of his dish!" Raymond said.

"I wish he would learn not to chase them away so roughly," she sighed again. "He took two tail feathers out of my prize rooster yesterday!"

3. All the time they were talking Curly was moving at a steady trot in front of Raymond.

"He will learn to leave them alone in time," Raymond soothed his aunt. Then, making sure that Curly was not looking, Raymond dropped the sock and walked on for about fifty yards.

"What are you trying to do now?" Aunt Sarah asked Raymond crossly.

"Just watch this," Raymond told her. He then stopped suddenly as he called out to Curly to "Fetch it, Curly! Fetch it!"

Curly came bounding back, looked expectantly at Raymond then saw that he hadn't the sock.

4. Away he tore, sniffing round and round in circles, in search of it.

He then retraced his steps, this time looking from side to side.

Suddenly, there it was! Right where Raymond had dropped it.

Curly seized the sock in his mouth and went bounding back to Raymond with it.

"Well done, Curly!" Raymond gave him a big pat.

"He's a smart dog all right," Aunt Sarah said quickly. "But all this training and working will spoil him for a pet."

"But Aunt Sarah, he's going to be the best dog in the country — the world maybe!"

"I'd have liked him just for a pet," Aunt Sarah said stubbornly.

5. But Raymond went on with the training.

Aunt Sarah complained to Uncle Tom, "That boy has neither time nor thought for anything but training that dog," she told him.

Uncle Tom shrugged. "It's good for a boy to have his mind set on something," he said slowly. "Training a dog takes time and patience," he told her. "And all the time the dog is being taught obedience and alertness, the boy is learning too."

"Well, I wish Raymond would stop throwing his cap in the weeds for Curly to find," Aunt Sarah was determined to have the last word. "It gets wet and damp and all out of shape," she complained.

The argument might have gone further but Mary Moore came running up to the house with word that little Bridie Flynn had strayed away and all the neighbours were being rounded up to go look for her. "They're afraid she's gone to the river," she finished.

In a moment Uncle Tom was outside calling to Raymond telling him what had happened and to run on ahead to Flynn's. "We'll be after you when we lock the door."

Raymond ran down the road as fast as he could, Curly bounding along beside him. As he ran he kept thinking that Bridie was only two years old. If she falls in the river at the back of Flynn's she will be drowned.

When he arrived in front of Flynn's house Flynn was out on the road, moaning, "I'm sure she has drowned. I'll never see my Bridie again."

Raymond pulled himself up tall and straight. "Don't cry, Mrs. Flynn," he said to her. "I will find Bridie for you, Curly and I."

6. "You'll not find Bridie," she sobbed. "She followed the ducks to the river; I'm sure she's drowned."

"Curly can find anything," Raymond said firmly. Then, "Have you a sock of Bridie's? a shoe?" he asked.

"What for?" Mrs. Flynn wanted to know.

"I want Curly to smell it. Then he will follow her trail!"

"I haven't a sock except what is washed in the river," Mrs. Flynn stopped crying now. "But I have a shoe of hers. She lost its comrade. I'll get it for you."

She went into the house and returned with the small shoe.

Raymond took it from her and held it under Curly's nose. "Fetch, Curly! Fetch!" Raymond said. But Curly was waiting for the shoe to be thrown.

What can I do, Raymond asked himself, that will get him to look for Bridie?

7. "Why are you not off looking for the child?" Aunt Sarah demanded as she hurried up.

"I'm trying to get Curly to find her," Raymond said, holding the shoe out to Curly again. Then he asked Aunt Sarah to take Curly into the house for a minute or two.

"I have no idea what it is all about," Aunt Sarah grumbled, but she did as she was told, she watched from the open door as Raymond held the shoe up on the porch roof before calling, "Curly! Come and fetch!"

Curly bounded through the door, nosed around for a short time, then set off across the field towards the river tracking the scent of the shoe. Raymond followed with a heavy heart when he saw that Curly was making straight for the river.

Most of the Flynn family, Uncle Tom, and a half a dozen neighbors were walking up and down the bank of the river peering anxiously into the water.

8. Curly took no notice of them. He reached the bank of the river, then turned off to the left. No one paid any attention to the boy or his dog. They were too busy searching for Bridie.

Raymond kept following Curly, who kept on until he came to a drain that led into the river.

He then turned from the river and followed on by the drain until he came to a bridge.

He crossed the bridge and came to a gate. The gate was closed but Curly crept through it.

He ran across a field to another gate, got through it, and started across the next field.

9. Raymond was beginning to wonder whether he could keep going. He stopped for a moment to get his breath, but he started to run again when he saw a number of cows gathered in a circle around something on the ground. They were tossing their heads and shaking them in a threatening manner and as Raymond drew near he heard a child's voice saying, "Go away, bad cows! Go away!"

Curly was at their heels in a moment and the cows retreated with tossing heads and switching tails. Then Raymond saw Bridie sitting on the ground with Curly licking her tear-stained face.

Raymond was so overjoyed that he cried, too, as he hugged both Bridie and Curly.

10. Raymond lifted Bridie tenderly in his arms and staggered across the field to the road, then on to a short cut to the Flynn's house.

Raymond burst in through the back door shouting, "Here she is! She's safe! Curly found her in the cow field!"

Mrs. Flynn uttered one cry and snatching Bridie from Raymond's arms showered her with kisses.

Aunt Sarah had a wonderful smile on her face as she said, "Didn't I tell you Curly could find her?"

That is all she said then, but later when she was talking to Uncle Tom, "It's Raymond that deserves the credit, for if he hadn't taught and trained Curly the way he did, he would never have been able to find the child."

"I'm proud of them both," Uncle Tom said, "boy and dog."

When they told Raymond how proud they were of him he shrugged it off. "I'm going to have to take more exercise if I want to be able to keep up to Curly," he said thoughtfully.

Aunt Sarah nodded briskly. Then, "We will have to watch not to feed Curly bits and pieces between his meals or he will be getting fat and lazy," she said.

W. Warren Nash

LESSON 18

Purpose: to teach pupils to:
use context to find the meaning of new words when listening.

Material: "Curly" (used in Lesson 17).

Suggested Procedure: 1. Have the pupils recall that when they are reading, and see a word they don't recognize, they can frequently find out what it is by reading the rest of the sentence or paragraph and figuring out what word "fits." Comment that, when "listening," we often *hear* a new word but don't know what it *means*. If we listen closely to the rest of the story we can often find out what it means.

2. Tell the pupils that in the story "Curly" there were some words that they might not have heard before, or that they might have heard used in a different way.

3. For each of the underlined words:

- (a) Read the section or paragraph in which it is found (whichever is necessary to clarify the word meaning).
- (b) Ask for the meaning of the word. (Do not expect a precise definition but rather an indication that the pupils understand the passage.)

(c) Discuss the clues used to find its meaning. (If pupils already knew the word meaning, discuss clues which supported their ideas.)

For example:

retrieving — Pupils note that Raymond is *teaching* Curly retrieving and from his instructions can hypothesize the nature of the task. As pupils have already heard the story, they can add to the immediate situation from their knowledge about Curly's fur training. This is a case where the entire story adds to the word meaning.

severe — Pupils should note (i) *from the reader's intonation*, that Aunt Sarah is unhappy about the training; (ii) her reference to Curly's age.

attention — Pupils should relate the familiar "pay attention" to the use of "attention" in this situation.

admiringly — Pupils note (i) *reader's intonation* and (ii) Curly's good behavior in a problem situation.

bounding — Read the sentence in Section 4 first. The situation gives the clue to the word meaning. Then have pupils check the meaning as the sentences from Sections 3 and 5 are read.

comrade — The familiar situation gives the meaning clue.

LESSON 19

Purpose: to teach pupils to:
predict outcomes when listening.

Incidental Experience: forming sensory images; pronoun reference.

Suggested Procedure: 1. Have the pupils listen to the first stanza and identify "me," "you," "us," "they." Discuss where "they" are and what "they" are doing.

2. Suggest that if the pupils imagine themselves to be right "in" a story or poem situation, they can almost guess what is going to happen. Instruct them to "think" their answers to the question posed in stanza 1.

3. Without having pupils verbalize their answers to the question, read stanzas 2 and 3 to give the poet's answer. Have the pupils listen and compare (mentally) the poet's answer with their own.

4. Tell the pupils that there is one word that gives a clue to whether or not the children get their wish. Instruct them to listen for it as you re-read the first three stanzas. Pupils should note the doubt cast by "If" in line 4.

5. Instruct pupils to picture the shoes they think parents will buy, then compare them with the poet's picture as you read stanza 4.

6. You might encourage pupils to form vivid sensory images by asking them to picture the shoes as you read such contrasting lines as "Bright shoes, white shoes" and "Flat shoes, fat shoes," or having them demonstrate how they would walk along the sidewalk in

"Dandy dance-by-night shoes" and
"Stump-along-like-that shoes."

7. Read the entire poem as pupils listen to enjoy the pictures.

Poem:

CHOOSING SHOES

New shoes, new shoes,
Red and pink and blue shoes.
Tell me, what would you choose,
If they'd let us buy?

Buckle shoes, bow shoes,
Pretty pointy-toe shoes,
Strappy, cappy bow shoes;
Let's have some to try.

Bright shoes, white shoes,
Dandy dance-by-night shoes,
Perhaps-a-little-tight shoes,
Like some? So would I.

But

Flat shoes, fat shoes,
Stump-along-like-that shoes,
Wipe-them-on-the-mat shoes,
That's the sort they'll buy.

Frida Wolfe

LESSON 20

Purpose: to teach pupils to:
understand cause-effect relationships as they listen.

Incidental Experience: predicting outcomes.

Suggested Procedure: 1. Read the fable "The Crow and the Pitcher." To review predicting outcomes, pause after the second sentence of paragraph 2, and have the pupils suggest an ending.

2. Comment on the cause-effect relationships, bringing out that each event in the story causes the next one to happen; and that as we listen we should think about what is likely to happen as a result of each event. (Since the listener can think much faster than a speaker can speak, it is important that he learn to use the listening time. Otherwise his attention will wander.)

3. Re-read the fable as pupils listen to find out what event caused a succeeding event.

4. Ask such questions as:

What word tells why the crow looked for water?

What was the result of his search?

What effect did the pitcher of water have?

Why did he begin to plan?

Why did the water rise?

5. Establish the principal cause-effect relationship in the story: "Because the crow was thirsty, he found water to drink."

6. The word "scheme" offers an opportunity to review the use of context to establish a word meaning. (Relate it to "plan" in the previous paragraph and to the events that follow.)

Fable:

THE CROW AND THE PITCHER

A thirsty crow, after looking in vain for water, at last found some in the bottom of a pitcher. But try as he might he could not reach it. Seeing the water made him thirstier than ever, and he began to plan how he could get it.

Finally he hit upon a scheme. He took a little stone in his beak and dropped it into the pitcher, and saw the water rise a little.

Back and forth he ran, gathering pebbles and dropping them into the pitcher. At last the water rose high enough for him to reach and he had all that he needed to quench his thirst.

adapted from Aesop

LESSON 21

Purpose: to teach pupils to:
note cause-effect relationships as they listen.

Suggested Procedure: 1. Review the concept of cause-effect relationships introduced in the previous lesson. Discuss how a story often relates a series of events, each caused by the previous one, and in turn causing the next one.

2. Instruct the pupils to listen as you read "The Red Skirt" and (a) find out what started the whole story; (b) note as many incidents as they can where one event was the direct cause of the next.

3. Discuss the dual problem that started the whole sequence: *Mrs. Goose wanted a new red skirt. It was too cold to go to the store.*

4. Have the pupils recall the major events in sequence and note how each related to the next.

For example:

Mrs. Goose couldn't go to the store; so she made
her skirt from a blanket.

She had a fine new skirt;
so she wanted to show it to her friends.

She started out the door but locked it on her skirt;
so she had to take her skirt off;

Then she was cold;
so she went back and got her skirt...

etc.

5. Re-read the story as the pupils listen and note again how neatly each event leads into the next. (They will probably note many cause-effect sequences which were not apparent before the discussion.)

Story:

THE RED SKIRT

It was a cold winter day. Mrs. Goose said to herself, "I think I will make myself a nice new red skirt. That will keep me warm and cozy."

She looked out of the window; the snow was blowing in little fluffs and flurries right against the icy glass. "Oh, how cold it is!" Mrs. Goose shivered. "Quite too chilly to go over to Mr. Gobbler's store to buy some red cloth for my skirt."

Then she wondered: "Have I something woolly and bright and thick, right here in the house, that I could make my skirt out of?"

She rushed to her shelf to look. Yes, there was an old red blanket, very rough and heavy.

"This will do nicely," thought Mrs. Goose, and she got out her scissors and needle and thread and set to work at once. "I'll cut it in two, like this—" She snipped. "Then one half will

do to wrap around me and sew up, and the other half will be left over."

So there sat Mrs. Goose, basting and stitching, and before she knew it, the skirt was done. She even sewed buttons on it. She put it right on; and although it dragged way down behind, she felt that she looked very fine in it.

"It's stopped snowing now," she said, peering through the window. "I'll run right along and show my fine new skirt to my friends. What hat shall I wear, I wonder."

After a while she chose a queer tight one, opened the front door, and locked it behind her.

But oh, dear; what was the matter? Mrs. Goose could not budge an inch; every time she tried to go away from the door, something pulled her back.

"Very strange, very strange," she thought. "What is the matter? I must have locked the door on my long skirt. What shall I do? I can't stay here all night."

She thought and thought, and finally she said to herself: "I know. I'll unfasten my skirt and take it off. Then I can go on, free."

So she wriggled out and went off, without looking back. Mrs. Goose plopped along in her white petticoat, feeling very cold.

"Where was I going, anyway?" she asked herself. "Oh, I was going to show my friends my new skirt. But I had to take it off! So what's the use of going, anyway? I think I'll plop home."

So Mrs. Goose started back; but as she got near her house she saw a red thing hanging from her door, blowing back and forth in the wind.

"Fire," said Mrs. Goose, feeling frightened. "No, a red flag. That means danger. What is the matter in my house? Had I better run for help?"

She stretched her long neck and blinked her black eyes, and then she recognized her own new skirt, woolly and bright and thick. "How silly of me!" said Mrs. Goose, and went up to her door, laughing. "How could I forget?"

She took the key out of her pocket and unlocked the door. Of course the skirt fell out then. "I was very foolish," said Mrs. Goose. "I might have done this before. Well, this time I'll put my skirt on and go along; it is not too late to show it to my friends."

Mrs. Squirrel's house had blue smoke coming out of the chimney. When the door was opened, there was a good smell of things baking. Mrs. Squirrel was a little tired and flurried. "Come in, Mrs. Goose," she said, "and have a bit of fresh bread with butter on it. But what on earth have you got on? It looks like a blanket."

That made Mrs. Goose a little cross. "It was a blanket," she said, "but now it is a skirt. How do you like it?" She turned round and round before Mrs. Squirrel. "I made it this very afternoon.

Just what I wanted; something woolly and bright and thick."

"Well, it certainly is woolly," said Mrs. Squirrel. "And bright and thick too. I still think it looks a little like a blanket. But if you are pleased, that is all right, Mrs. Goose."

"Good-bye then," said Mrs. Goose, walking off. Her skirt dragged across the floor. "Thank you for the bite to eat."

She plopped along the snowy street. White flakes had begun to fall again. There was Black Cat from Green Street, going to the store for groceries, with his snowshoes on.

"Why, hello there, Mrs. Goose," he said. "I first saw you coming, I thought you were a fire engine. How very big you look, and red again in the snow. What is that, a new dress? Why is it so long?"

"It's a new skirt," said Mrs. Goose, not liking what Black Cat had said. "Woolly and bright and thick. Don't you like it?"

"Well, it certainly is bright," said Black Cat with a queer smile, skidding around the corner with his basket, "and it certainly is long, and it does look thick."

"What does he mean, saying 'bright' and 'thick' like that?" wondered Mrs. Goose. "Well, I'll go on to Three-Ducks' house. They will be glad to see me this cold winter day."

So she went tapping at their door.

There was no answer; they were not at home. Mrs. Goose was so disappointed that she hunched down on their cold doorstep and shut her black eyes. "What an awful time I am having with my new skirt," she said. "First it got locked in — then Mrs. Squirrel said it looked like a blanket — then Black Cat said it was so bright. And now Three-Ducks are not at home. Well, I'll just sit here until they come."

It began to snow harder. Mrs. Goose got up and shook big flakes off her new red skirt. Just as she was doing that she heard a quacking; there were Three-Ducks. They were coming back from Blue Pond and they looked very cold.

"Hello, Mrs. Goose," they said. "Did you come to see us?"

"Yes," said Mrs. Goose. "But it is getting dark; and how cold it is!"

"Come in, and we will build a fire," said the Three-Ducks. So they all went into the house. It was dark there, and chilly. But when the fire flared up, it shone over the red thing that Mrs. Goose was wearing. "Why, you have a new sk quacked Three-Ducks, all together."

"I made it this very afternoon," said Mrs. Goose. "These winter days I need something woolly and bright and thick. Why, the winds just whistle across Blue Pond, and the Hopping-

Green is all frozen up!"

Three-Ducks pecked at the skirt a bit. "It is thick," they said. "Doesn't it drag too much, Mrs. Goose? Isn't it a little heavy, for a skirt?"

"Certainly it doesn't drag too much," Mrs. Goose told them, trailing it across the floor. "And I like it heavy."

"Oh," said Three-Ducks. "Well, have it as you wish. Now let's have some tea."

They had their tea there by the fire, and Mrs. Goose got very hot with her big red skirt on. When she got up she tripped over it, and her cup went flying to the floor.

"I'm glad it didn't break," she said. "Well, I must go now. Thank you for the tea."

When she got to her house it was very cold there. The fire had gone out. "Oh, dear!" Mrs. Goose said to herself, "I shall need an extra

cover tonight. I wish I had not cut the red blanket up and made a skirt of it. Here is the other half — right on the table. Well, it is very simple, really. I'll just rip up the skirt, take the buttons off, sew the pieces together, and make a blanket of it again!"

So she did that, sewing till she was very sleepy and chilled. Then she put on her long gray nightgown and went to bed, with the red blanket on top.

"This is better," said Mrs. Goose, yawning. "Woolly and bright and thick; woolly and bright and thick. Mrs. Squirrel was right; the Black Cat from Green Street was right; Three-Ducks were right. It is better as a blanket, really."

And she shut her eyes and went to sleep, that cold winter night.

Miriam Clark Potter

LESSON 22

Purposes: to teach pupils to:

- recognize emotional reactions of story characters;
- use emotional reactions of story characters as clues to their personalities.

Suggested Procedure: 1. Instruct pupils to listen as you read Section 1 of the story, and find out how Smallest Rabbit felt.

2. Discuss the clues they used to identify Smallest Rabbit's feelings: (a) the situation in which he found himself; (b) what he said; (c) the reader's intonation as he read the direct narration; (d) words such as "complained" and "not satisfied" that describe his reaction.

3. Lead them to generalize that we can tell how a person feels by listening to (a) what he says, (b) how he says it, (c) words the author uses to tell how he feels; and by thinking how we would feel in the same situation.

4. Read the rest of the story in sections as indicated. In each case instruct the pupils to listen and find how Smallest Rabbit felt, and following the listening, discuss his feelings and the clues noted.

5. Question concerning the reactions of the other rabbits to Smallest Rabbit's antics.

6. After the reading has been completed, discuss the personalities of Smallest Rabbit, Mother Rabbit and Father Rabbit. Have the pupils justify their opinions by relating them to reactions in particular situations.

7. Re-read the story as pupils listen to enjoy the reactions they have discussed.

Story:

SMALLEST RABBIT LEARNS A LESSON

1. It was the Smallest Rabbit's first winter, and he did not like it at all. The snow had covered up all the good grass and sweet clover. Now he had to work hard all day long to find enough to eat.

"I have no time to play!" he complained to his mother every evening.

"Never mind, dear. That's the way it is for us rabbits during the winter. Summer will come again, you know."

But the Smallest Rabbit was not satisfied. "There must be an easier way to get food than this," he said to himself, as he hopped from one spruce to another, nibbling at the buds on the lowest branches.

2. Just then he saw a strange sight. An otter came out of his house, slid gaily down a path of smooth, shiny ice, and landed with a splash in an open hole in the lake. The Smallest Rabbit watched with round, pink eyes. In no time at all, the otter popped out of the hole with a fat fish in his mouth.

"What an easy way to get one's dinner! If he can do it, so can I," thought the Smallest Rabbit, and off he hopped to find a good place to make a slide. The rest of the day he carried water and poured it on the hill where it would freeze. He was still working when his mother found him after dark.

"Don't you know how late it is? What are you trying to do?" she scolded.

"It's a surprise," said the Smallest Rabbit.

3. In the morning he invited his family to come to the ice slide. "Now I will show you an easy way to get your dinner. This is the way the otter does it," he said, and he hopped on the slide.

"Stop!" cried his father. Too late!

4. Splash! The Smallest Rabbit had slid down the hill and into the lake. His father raced down and managed to catch hold of one of his son's long ears through the hole in the ice. He pulled him out. The poor little thing was shivering and half-drowned.

"You are a rabbit, *not* an otter! Don't copy your neighbors," scolded his father.

His mother took him home and put him to bed. In a few days he was out again, hopping about in the snow. He was busily nibbling spruce buds when he heard someone tapping on the trunk of the tree above him. He looked up and saw a red-headed woodpecker pecking away on the bark, finding plenty of insects to eat.

5. "Now that's an easy way to get one's dinner," thought the Smallest Rabbit. "If she can do it, so can I!"

He hopped home and hunted until he found a sharp, pointed stone which he tied to his forehead. Then he started to bang away on the trunk of a tree. He was still pounding, without any luck, when his family came home.

"Dear me! What is wrong with that child?" cried his mother.

"He thinks he's a woodpecker!" said one of his brothers, and all the little rabbits started to laugh.

6. The Smallest Rabbit had to stay in bed the next day because his head was so sore. But he still had not learned his lesson.

A few days later, when he was out in the forest, he peeked into a cave, and saw a bear fast asleep.

"A great way to spend the winter, isn't it?" said a squirrel from a nearby pine.

"You mean he sleeps all winter?" asked the Smallest Rabbit.

"All winter," said the squirrel. "It saves him the trouble of looking for things to eat."

"If he can do it, so can I," said the Smallest Rabbit, and he hopped home and into bed.

7. "What is the matter? Are you ill?" his mother asked anxiously, but the Smallest Rabbit only squeezed his eyes tight shut.

The next morning he would not get up.

"I think he is trying to be like a bear," giggled one of the small rabbits.

"Time to go to work!" said Father Rabbit. Then he whispered something that Smallest Rabbit could not hear.

All that day the Smallest Rabbit tried to sleep, but he just tossed and turned. And he got hungrier and hungrier.

When at last the family came home, he pretended he was asleep.

8. He thought his mother would make a great fuss over him, and try to wake him up. But nobody paid any attention to him. It was just as if he was not there.

Finally everybody went to bed. And, everybody went to sleep except the Smallest Rabbit. He was too hungry to sleep.

9. By the next morning he could not stand it any longer. He got up with everybody else. No one said a word to him.

How glad he was when he got to the first spruce tree! How good those tender buds tasted! How pleasant it was to hop about in the crisp white snow! *How good it was to be a rabbit!*

Never again did he try to be like anybody else. He was happy just to be himself.

Joyce C. Barkhouse

LESSON 23

Purposes: to teach pupils to:
 recognize emotional reactions in poetry;
 use the emotional reactions as clues to personality.

Suggested Procedure: 1. Review with the pupils the clues used in the previous lesson to recognize how a story character felt:

(a) what he says (b) how he says it (c) words used to describe how he feels (d) the total situation (as related to past experience).

2. Tell them you will read a poem in which a boy describes his baby sister. Instruct them to listen and see how his feelings change as he talks. Read the poem.

3. Re-read the first stanza and discuss the boy's attitude: *He rather enjoys her, but is a bit annoyed when she won't "stay put."*

4. Have the pupils put themselves in the boy's position and imagine how he feels, as you re-read stanza 2. Discuss how he probably felt as he went to remove the baby.

5. Re-read the last stanza while pupils listen to see how the boy's feelings changed. Help them to see the baby's total unawareness of doing wrong, as contributing to the change.

6. Discuss the boy in his role as a "big brother."

7. Re-read the whole poem.

Poem:

THE BABY

I like our baby well enough
When she isn't underfoot,
But she will go crawling all around
No matter where she's put.

And yesterday she sat square down
On a place she shouldn't sit
And smashed my new electric train.
I'll be weeks at fixing it.

And when I went to pick her up,
She gave a little purr
And rubbed her nose against my cheek.
I'm kind of fond of her.

Marchette Chute

LESSON 24

Purpose: to teach pupils to:
make inferences as they listen.

- Suggested Procedure:**
1. Have the pupils recall the meaning of the term "reading between the lines." Comment that, when we read, we think about the words and about what is happening and we can add more to the story than is really written down. Tell them that they should do this as they listen to a story too.
 2. Tell them you will read the beginning of a story about a little dog. Instruct them to listen and find out (a) how he is feeling; (b) if he has a good reason for feeling that way. Read Section 1.
 3. Discuss the answers to the questions posed and have pupils describe how they found their answers. Be sure they are aware that *no direct answers* were given, but that there were clues to the author's intended meaning.
 4. Discuss Mr. Toad's statement that the puppy has a home. Lead the pupils to recognize the similarities between his reasoning and that of their own that they used to decide how the puppy felt. (You may also want to consider the puppy's statement that the boy didn't want him.)

5. Instruct the pupils to listen to each subsequent part and find the answer to the question asked. Caution them that each time they will have to *think* about what is said or done to find the answer. Following each section, discuss the clues used to arrive at an answer.

Section 2 — Who is kinder, the frog or the toad?

Section 3 — What is the Old Man of the Wood? (accept various interpretations -- goblin, elf, dwarf, etc.)

Section 4 — What would the Old Man prefer for a pet if he were a boy?

Section 5 — Is the boy a good skater? Does he like to skate?

Section 6 — Is the puppy a "happy rabbit"?

Section 7 — Does Jimmy deserve his pet?

Section 8 — How had the Old Man spent the night?

6. Following the reading, comment *briefly* that all the answers could be found by *thinking* about what the story told.

7. Pupils will want to hear this story in its entirety during a later period.

Story:

TRADE - INS

1. Once when it was a shiny night, when the moon fell over all the world, and when the little stars twinkled, a puppy dog sat still on the silvery highway and stared at the sky. And no matter how hard the moon shone, or how hard the stars twinkled, not even the tiniest wag could be found in the little dog's tail.

Not many folks were abroad that night. The throat of the robin was stilled with sleep. The song sparrow dreamed of happy tomorrows. Even the pigeons dozed in the church steeple. And a puppy tear splashed on the highway, and its stillly noise woke a restless toad.

"What's the matter, puppy dog? What are you doing out at this time of night? Why don't you go home?" he asked.

"I have no home," said the puppy dog.

"No home?" said the toad.

"No home," said the puppy.

"I don't believe you," said the toad. "I don't believe you. I saw you playing in yonder woodland only yesterday with a little boy. And he has a home, for he went to it when he was tired of play."

"Yes," said the little dog.

"Then go to him, and go to bed," said the toad.

"I can't. I've . . . I've left him. He . . . he doesn't want me any more."

"What a silly little dog this is, to be sure!" thought the toad. "As if there were any little boy or girl alive who didn't want a dog!"

And he said just that to the little dog, but the little dog answered sadly: "He wants a rabbit."

"Well, what of it?" said the toad. "What of it?"

"A white rabbit!"

"You're jealous, aren't you?" said the toad.

"I am not," said the puppy dog. "I'm not jealous at all. But he hasn't spoken about me for days. It's just: 'I wish I had a rabbit, I wish I had a rabbit, I'd love to have a rabbit,' from morning till night. So I left home."

2. "Shame!" said the toad, "and another shame!"

And the puppy dog's ears dropped, and the puppy dog's tail sagged, and he let out a "woo-oo-oo-oo" to the moon.

"Oh, my green grandmother!" said Frankie Frog, waking from his slumbers. "There's a dog crying. Why isn't he home in bed?"

Another tear splashed on the highway, and the frog looked at the toad.

"He's jealous," said the toad, "jealous of the rabbits."

"I am not, I tell you," said the puppy. "I just wish I were a rabbit, that's all."

And the frog began to laugh, and he laughed until the whole swamp bubbled over with his merriment. And then he said to the little dog: "A fine looking rabbit you'd be. And who ever heard tell of a bunny that barked?" Frankie laughed again.

"Frankie," said the toad, as he saw the hurt in the little dog's face. "Frankie, you go back to sleep. Never mind, puppy dog, I know how it is."

"Oh, do you, Mr. Toad?" said the little dog. "If even I had rabbit's ears, I wouldn't mind so much."

"Rabbit's ears, eh?" said Frankie, as he settled down to sleep. "Rabbit's ears? Well, let me tell you this, puppy dog, you'll never get anything by sitting on the roadside crying for it. When you want anything, you have to go after it."

And Frankie turned over and went to sleep.

3. The puppy looked at Mr. Toad.

"Yes, he's right," said that gentleman.

"Rabbit's ears won't grow just because you cry to the moon."

"Well, is there any way I could get rabbit's ears? What did he mean, if I went after them; do you know, Mr. Toad?" said the little dog hopefully.

"There's the little Old Man of the Wood, you know," said the toad.

"I didn't know," said the puppy. "Who is he?"

"Who he is or where he came from, I do not know. I only know that he's thousands of years old and that he trades things," said the toad.

"Trades things?" said the little dog.

"Yes," said the toad. "You go to him. Tell him what you want, and no matter what it is, he'll trade with you."

"But I've nothing to trade," said the puppy dog.

"Well, if you want what you want very bad, he'll get what he wants. Now I'm tired, little dog, and I want to go to bed. But I'll tell you where to find him before I go," said the toad. "You go three pine trees to the right, up two silver brooks to the left, down a grassy knoll and over, and you'll see the little Old Man of the Wood. He'll be singing. He's always singing."

4. "Thank you," said the puppy dog, and with his ears up again and his tail unsagged, he ran

off in the path of the moon.

Soon he heard the sound of singing, just as Mr. Toad had said he would. And soon he saw the little Old Man of the Wood, with a face as wrinkled as your bed clothes are when you wake in the morning. The little Old Man of the Wood sat on a little old hollow log.

The puppy dog could hear:

"I am the Old Man of the Wood.
I'm never bad, I'm always good.
I come to everybody's aid,
And all I do is trade, trade, trade."

"Well, what do you want for some rabbit's ears?" asked the little dog.

"What?" said the little Old Man of the Wood, falling backwards into a berry bush. "My whiskers and green stockings, but you took a lift of me! In fact, you've put me in the berry bush. Here, come, help me out."

And the little dog did.

"Now, what do you want?" said the little Old Man of the Wood.

"Rabbit's ears," said the little dog.

"But you've got two good dog ears. What more do you want?" said the little old man.

"I want to look like a rabbit," said the puppy. "My little boy wants a rabbit. He'd sooner have a rabbit than a dog."

"My whiskers and green stockings!" said the old man again. "What a queer boy he must be! Well, I'll trade you rabbit's ears and a white sugar coat for... for a pair of roller skates," and again he broke into song:

"I am the Old Man of the Wood.
I'm never bad, I'm always good.
I come to everybody's aid,
And all I do is trade, trade, trade
No roller skates, no rabbit's ears."

5. "But my little boy has only one pair of skates, and they're brand new," said the puppy.

"The newer the skates, the longer your ears," said the old man.

"Oh! Oh!" said the little dog. "But what you want roller skates for?"

"To skate on, silly," said the old man. "Does your little boy want them for? To stand his head?"

"Sometimes he does. But he's young, and

"And I'm old, eh?" said the little Old Man of the Wood. "Yes, but that doesn't hurt me. When I want roller skates, I want roller skates."

"Well... all right," said the little dog, and away he ran home.

He hated to do this to Jimmy, but he had to.

Jimmy wanted a rabbit, didn't he? Wanted a rabbit more than he wanted a dog?

Up the back porch steps the puppy stole. Into the shed he tiptoed.

A little gray mouse scampered into her hole in fright. But she needn't have. The little dog didn't even so much as see her. He was too busy thinking. There were the skates hanging in their usual place on their leather straps. It would be quite a job to get them down, but get them down he must.

He climbed to the table, then to the window-sill; and somehow he managed to get those skates to the floor. They clattered in the stillness of the night.

Taking them between his strong white teeth, he ran madly back to the little Old Man of the Wood.

6. The little old man was still swinging and singing:

"I am the Old Man of the Wood.
I'm never bad, I'm always good.
I come to everybody's aid,
And all I do is trade, trade, trade."

"Hello," he said, "so you've got them, eh? Well, the rabbit's ears are yours."

And diving into a hollow log, he came out with the finest, longest, whitest, pink-lined rabbit's ears that the little dog had ever seen. He snapped them into place and straightway began to slap sugar paint over the little dog's coarse black hair.

"My whiskers and green stockings!" he laughed. "If you aren't the finest looking rabbit for a Scotty dog I've ever seen!"

And stepping into the roller skates, the little Old Man of the Wood rolled away, to be lost in the fading light of the moon.

The little dog turned once more towards home. He hopped. He had to hop... he couldn't run... his sugar coat was too tight for that. His new ears were heavy too. They flip-flopped, flip-flopped, like dying leaves on a windy night.

7. The little dog sat down on the back porch to wait for morning and Jimmy, and they both came together. Jimmy came for his skates, but when he saw his puppy, he could only laugh. And he

laughed and laughed... more than Frankie Frog had ever laughed. And when he stopped long enough to get his breath to laugh again, he called to his mother: "Mummy, come, quick!"

Mummy came running from the kitchen.

"What is it, Jimmy?" she said.

"My dog, Mummy! Look at him. He's all dressed up like a rabbit."

And Mummy looked, and Mummy understood, just as mothers always do.

"Jimmy," she said, "don't laugh at the puppy. He's done this for you. He thought you wanted a rabbit."

The little dog's eyes again filled with tears, and they fell on his sugar coat. It slowly melted away and fell in sweet lumps on the garden walk. Jimmy's eyes widened in wonder, and his laughing stopped.

"But, Mummy, surely my very own little dog knows I love him best in all the world. Surely he knows I'd never change him for a rabbit."

Happiness once again crept into the heart of the little dog. Jimmy loved him, just for himself. How silly he had been, and how right Mr. Toad was! He didn't need these heavy rabbit's ears now. He didn't need to eat carrots all the rest of his life. He'd be happy always now.

And then he thought of the roller skates — the new roller skates. Oh, well, to-night he'd go back to the little Old Man of the Wood. To-night he'd tell him that...

8. But he didn't need to go. A bruised, limping little Old Man of the Wood peeked around the corner of the back porch. With a disgusted snort he threw the roller skates through the open window, and they landed neatly on their own nail. "I nearly killed myself, I did... nearly killed myself."

And he turned towards the forest singing:

"I am the Old Man of the Wood.
I'm never bad, I'm always good
If you would trade, for pity sakes,
Don't bring me any roller skates!"

For the first time in days, the little dog laughed.

And because it was a shiny night, and because the moon shone over all the world, it happened. Had it been dark, I doubt it would ever have happened at all.

Mary Grannan

LESSON 25

Purpose: to teach pupils to:
make inferences as they listen to poetry.

Incidental Experience: forming sensory images.

Note: Since prolonged discussion is not conducive to poetry appreciation at this stage, several selections are offered. You may prefer to treat each in a separate, *short* lesson.

Suggested Procedure: 1. Recall the story "Trade-Ins" and the manner in which answers were found for the questions asked.

2. Comment that poems are often very short, and so the poet depends on us to *think* about what he says and add part of the meaning ourselves.

3. Before reading each of the following poems, briefly introduce it and present a problem. Following the reading discuss the answer and ask further inferential questions (Specific suggestions are given for each poem.) Keep the discussion *brief* and *lively*. If you sense the poem lacks appeal for your class, don't force the discussion.

4. *Always* re-read the poem following the discussion.

Poems:

1. (a) **Here is a poem about a boy eating his breakfast.**
Find out what he thinks about as he eats.
- (b) Have the pupils pantomime the boy's manner as he eats.
- (c) Have the pupils pantomime his sister as *she* eats.
- (d) Your pupils may wish to discuss the boy's problem.

BREAKFAST TIME

The sun is always in the sky
Whenever I get out of bed,
And I often wonder why
It's never late. — My sister said

She didn't know who did the trick
And that she didn't care a bit,
And I should eat my porridge quick,
... I think its mother wakens it.

James Stephens

2. (a) Say "Here is a poem in which someone describes a good friend but doesn't tell who he is. Can you find out?"
Read the poem *without the title*.
- (b) Describe the policeman at work.
- (c) How do the errand boys feel toward him?
- (d) What might the child in the poem have done as he passed? (Re-read stanza 4.) Pupils should note the key word "heard."
- (e) How do you suppose the boy and the policeman became friends?

MY POLICEMAN

He is always standing there
At the corner of the Square;
He is very big and fine
And his silver buttons shine.

All the carts and taxis do
Everything he tells them to,
And the little errand boys
When they pass him make no noise.

Though I seem so very small
I am not afraid at all;
He and I are friends, you see,
And he always smiles at me.

Once I wasn't very good
Rather near to where he stood,
But he never said a word
Though I'm sure he must have heard.

Nurse has a policeman too
(Hers has brown eyes, mine has blue),
Hers is sometimes on a horse,
But I like mine best of course.

Rose Fyleman

3. (a) "Listen as I read, picture the things that are happening, and imagine what kind of day it is."
- (b) Following the reading ask:
- How would the snow look if you looked out the window when you got up?
- What has happened to it by schooltime?
- Is everyone happy with the snow?
- Who is happy about it? Why?

- (c) As you re-read, have the pupils listen for the changing pace:
the soft quiet of the whirling flakes;
the bustle of people off to work — snow plows and
spinning wheels;
the noisy delight of the children.

SNOWFLAKES

Snowflakes falling through the air,
Falling, falling everywhere.

Twisting, turning, floating down,
Covering white the noisy town.

Roofs are laden, window edges,
Snow is sticking to the ledges.

All the streets are silent now.
Comes the whirring of the plow.

Clean behind it shines the track,
Cars are coming, click-a-clack.

People shoveling, piling snow,
Making clear the way to go.

Wagons crunch and autos whir,
Wheels that turn and never stir.

Children run and slide and tumble,
Snow all over, not a grumble.

Snowballs flying, dodge and run!
Here's a day of snowy fun!

Elizabeth L. Cleveland

LESSON 26

Purpose: to teach pupils to:
make judgments based on what they hear.

- Suggested Procedure:**
1. Tell the pupils you will read a story about a boy called Gary in which Gary says his mother is making a big fuss over nothing. Instruct them to listen and decide whether Gary or his mother is right.
 2. Read Section 1. Discuss the evidence on each side and help the pupils to weigh evidence.

3. Instruct the pupils to listen to the next section of the story and find out what kind of glasses Gary's mother had worn. Have them note that there was a "good" and a "bad" side to wearing them. Ask, "What did Gary's mother think was most important about them? Do you agree?"

4. Instruct the pupils to listen and see how many things they can find that show Gary had made a wrong judgment about having his eyes tested. Read Section 3.

5. Re-read the story as pupils listen and decide on the advantages and disadvantages of wearing glasses.

Story:

GLASSES FOR GARY

1. "This is like home movies," thought Gary, looking at the square of light on the white screen. He hitched forward on his chair. Then he remembered where he was. He leaned back again.

This was no movie. He was at the eye-doctor's office.

Gary studied a scrape on his hand.

"Must have picked that up at floor hockey this afternoon," he thought. "I missed a good goal too, one I should have scored."

Gary sighed. "This is SOME day. First we lose the game and now THIS. A big fuss over nothing! Just because the School Nurse says I can't see to read. What does she know! Maybe I couldn't read her old eye chart but I can read, all right."

At home, curled up on the window seat Gary could read. At his desk in class he could read, although the board was a BIT blurry. He couldn't read that so well.

"But I can see," he thought crossly. "I can see just fine. Why does a guy need an eye test when he can see just fine!"

The secret little worry popped back to nag him.

"How can a fellow with glasses play floor hockey?"

2. Gary looked at his mother gloomily.

She tilted her head to study a big picture of glasses on the wall.

"My first glasses were like those," she said, pointing to a pair of round O's with thin wire rims. "I must have looked like a little owl," she said. "But I didn't care. It was so wonderful to see clearly."

She looked at the shelves of frames beneath the picture.

"Glasses are so pretty now. How I'd have loved blue ones, or pink or red. And I know Uncle Bart would have liked those black ones better than the pair he wore."

3. "Uncle Bart!" exclaimed Gary. "But he played basketball and baseball at school. How could he do that with glasses?"

"He couldn't have done it without glasses, Gary," said Mother. "He couldn't have seen the basket and shot for it. He couldn't have seen the baseball and hit a home run."

"I never thought of that," said Gary as Doctor Dawson came in. He sat up straight.

The doctor pushed big round frames toward him and settled them on his nose.

"No squinting, Gary," he said. "Just tell me what you see with your eyes wide open."

At first there was no glass in the frames. Then different lenses clicked and clacked into place. The letters on the screen grew clearer and brighter than anything Gary had seen for a long time.

At last the test was over. The big frames were moved away.

"Do I need glasses, sir?" asked Gary as the lights went on.

"Yes," said Dr. Dawson. "You're lucky the School Nurse noticed. With glasses you'll be able to read without squinting. You won't think the board is blurry any more. And," he paused and smiled, "you might even get to be high scorer in floor hockey."

Gary grinned. "Maybe I will," he thought, "with new glasses maybe I will be scoring champ."

Elizabeth Touchette

LESSON 27

Purpose: to teach pupils to:
make judgments as they listen.

- Suggested Procedure:**
1. Have the pupils recall that in the story "Glasses for Gary" there were reasons why we thought Gary needed his eyes tested and reasons why we thought maybe he didn't; and that we had to think about both sides and decide if we agreed with Gary or with his mother.
 2. Tell them you are going to read them the *ending* of a story called "Harry the Great" that Harry is Johnny's dog. *Read Section 2 of the story.*
 3. Direct the pupils to listen to the whole story and decide whether or not Harry deserved the prize. Caution them that there may be differing opinions so that they must be able to support their ideas.
Read the story.
 4. Discuss the viewpoints of class members. (This is a good place to stress careful listening to classmates.) Pupils should be aware that a judgment is partly a personal matter, and while it is based on evidence, may differ for different people.

Story:

HARRY THE GREAT

1. Harry was the greatest dog in the world, although nobody thought so except Johnny who owned him.

"He's just a dog," said the other boys on the street. "There's nothing very special about Harry. He's just an ordinary black dog with brown and white spots. He can't even do tricks."

"He could if he wanted to," said Johnny.

When they heard that, the other boys on the street laughed so hard they almost fell over.

"Harry will show you!" said Johnny. "He'll do more tricks than any dog you ever saw."

Every afternoon after that, Johnny took Harry into the backyard, down behind the lilac bushes where nobody could see them, and tried to teach him to do tricks.

"Roll over," said Johnny.

Harry hung out his tongue and wagged his tail but he didn't roll over.

"Play dead," said Johnny.

Harry barked once and wagged his tail harder than ever, but he didn't play dead.

"Sit up!" said Johnny.

Harry licked Johnny's hand and stretched out on the soft, green grass.

"Oh, Harry!" said Johnny. "I know you're the greatest dog in the world but nobody else will think so unless you learn to do a trick or two."

Harry closed his eyes and went to sleep.

"Harry can roll over and play dead and sit up," said Johnny at lunch time the next day. He sighed. "But he only does those things when he feels like it. And he never feels like it when I tell him to!"

"Harry is a very independent dog," said his father. "He only does things when he feels like it."

"I wish he'd feel like it at the right time," said Johnny. "It's very hard to make people realize that he is really the greatest dog in the world."

"Has Harry learned any tricks lately?" called the boys on the street when they passed the backyard.

"He's learning," said Johnny, patting Harry on the head. "You'll see. One of these days you'll see just how great Harry really is."

Harry hung out his tongue and wagged his tail.

"There's going to be a dog show at the school," said one of the boys, grinning. "You'll have to enter Harry! Since he is so great!"

"Well, I will," said Johnny. "You'll see!"

When they were alone, Johnny looked at Harry and shook his head. "Oh, Harry," he said. "I just wish other people thought you were as great as I do." He stood up and snapped his fingers. "Roll over, Harry."

Harry wagged his tail and sat down.

"Oh, Harry!" said Johnny. "If you do that at the dog show, everybody will laugh at you. You don't want people to laugh, do you?"

Harry licked Johnny's hand and looked as if it didn't matter to *him* whether people laughed or not.

The morning of the dog show, Johnny brushed Harry until his fur shone and then he led him down the street to the school.

"I'm entering Harry the Great in the trick dog division," said Johnny to the man at the desk.

The man looked at Harry. "What does he do?"

"All sorts of things," said Johnny. "Harry is the greatest dog in the world."

"I wouldn't be surprised at all!" said the man, handing Johnny a number. "Be ready when we call you."

Johnny and Harry sat on a bench, waiting and watching. There were little dogs who jumped through hoops and medium dogs who walked on their back legs and there were any number of dogs who rolled over or sat up and played dead when they were told to do it.

"It's going to be very hard to pick a winner," said a man behind Johnny. "All these dogs do the same things."

When Harry's number was called, Johnny led him to the centre of the ring.

"Sit down," said Johnny in a loud voice.

Harry wagged his tail and walked around in a circle.

For a minute nobody said anything, then one of the boys laughed.

"Roll over," said Johnny in an even louder voice.

Harry licked his hand and sat down.

Two or three boys laughed and somebody said, "That Harry! Did you ever see such a dog?"

"Play dead," said Johnny as loudly as he could.

Harry barked twice and sat up.

This time, everybody laughed and somebody began to applaud.

"That's a *real* trick dog," said the man who had been handing out numbers. "He's so tricky, you never know what he is going to do next!"

2. "I vote we give the first prize ribbon to Harry the Great," said one of the judges.

Johnny fastened the ribbon to Harry's collar.

"That's a great dog you have there!" said one of the judges.

"I know," said Johnny. He patted Harry on the head. "He's the greatest dog in the world."

He looked at the other boys on the street, waiting to see what they would say.

But nobody laughed. And nobody said anything at all. They just looked at Harry, with his first prize ribbon fastened to his collar, and did not say anything at all.

"Come home, Harry," said Johnny.

Harry the Great wagged his tail and walked out of the school yard after Johnny.

Lorrie McLaughlin

LESSON 28

Purpose: to encourage pupils to:
note time relationships as they listen.

Suggested Procedure: 1. Ask the pupils to note three things that tell *when* the story place, as you read Section 1.

2. Read Section 2. Ask:

When did the horse go to see the camel?
What word tells that the dog went soon after?
What jobs did the animals ask the camel to do?

3. Read Section 3. Ask:

How long do you think the man wants the animals to work?
(Pupils should relate "double-time" to their concept for a day's work.)

4. Read Section 4. Ask:

How long does it take the Djinn to travel across the desert?
(Pupils should relate his *magic* and his comment, "*if you will wait a minute.*" They may also have personal experience of "waiting a minute.")

5. Read Section 5. Ask:

How long did it take the Djinn's magic to work this time?
How long have the other animals been working?

6. Read Section 6. Ask:

How long has the camel been punished for not working?
Why did the Djinn give him a hump?

7. Discuss whether the story is fact or fancy.

8. Re-read the story at another time. Pupils will enjoy the unusual word usage again and again.

Story:

HOW THE CAMEL GOT HIS HUMP

1. Now this is the next tale, and it tells how the Camel got his big hump.

In the beginning of years, when the world was so new-and-all, and the Animals were just beginning to work for Man, there was a Camel, and he lived in the middle of a Howling Desert because he did not want to work; and besides, he was a Howler himself. So he ate sticks and thorns and tamarisks and milkweed and prickles, most 'scruciatingly idle; and when anybody spoke to him he said "Humph!" Just "Humph!" and no more.

2. Presently the Horse came to him on Monday morning, with a saddle on his back and a bit in his mouth, and said, "Camel, O Camel, come out and trot like the rest of us."

"Humph!" said the Camel; and the Horse went away and told the Man.

Presently the Dog came to him, with a stick in his mouth, and said, "Camel, O Camel, come and fetch and carry like the rest of us."

"Humph!" said the Camel; and the Dog went away and told the Man.

Presently the Ox came to him, with the yoke on his neck and said, "Camel, O Camel, come and plough like the rest of us."

"Humph!" said the Camel; and the Ox went away and told the Man.

3. At the end of the day the Man called the Horse and the Dog and the Ox together, and said, "Three, O Three, I'm very sorry for you (with the world so new-and-all); but that Humph-thing in the Desert can't work, or he would have been here by now, so I am going to leave him alone, and you must work double-time to make up for it."

4. That made the Three very angry (with the world so new-and-all), and they held a palaver, and an *indaba*, and a *punchayet*, and a pow-wow on the edge of the Desert; and the Camel came chewing milkweed most 'scruciatingly idle, and laughed at them. Then he said "Humph!" and went away again.

Presently there came along the Djinn in charge of All Deserts, rolling in a cloud of dust (Djinns always travel that way because it is Magic), and he stopped to palaver and pow-wow with the Three.

"Djinn of All Deserts," said the Horse, "is it right for any one to be idle, with the world so new-and-all?"

"Certainly not," said the Djinn.

"Well," said the Horse, "there's a thing in the middle of your Howling Desert (and he's a Howler himself) with a long neck and long legs, and he hasn't done a stroke of work since Monday morning. He won't trot."

"Whew!" said the Djinn, whistling, "that's my Camel, for all the gold in Arabia! What does he say about it?"

"He says 'Humph!'" said the Dog; "and he won't fetch and carry."

"Does he say anything else?"

"Only 'Humph!'; and he won't plough," said the Ox.

"Very good," said the Djinn. "I'll humph him if you will kindly wait a minute."

The Djinn rolled himself up in his dust-cloak, and took a bearing across the desert, and found the Camel most 'scruciatingly idle, looking at his own reflection in a pool of water.

5. "My long and bubbling friend," said the Djinn, "what's this I hear of your doing no work, with the world so new-and-all?"

"Humph!" said the Camel.

The Djinn sat down, with his chin in his hand, and began to think a Great Magic, while the Camel looked at his own reflection in the pool of water.

"You've given the Three extra work ever since Monday morning, all on account of your 'scruciating idleness," said the Djinn; and he went on thinking Magics, with his chin in his hand.

"Humph!" said the Camel.

"I shouldn't say that again if I were you," said the Djinn; "you might say it once too often. Bubbles, I want you to work."

And the Camel said "Humph!" again; but no sooner had he said it than he saw his back, that he was so proud of, puffing up and puffing up into a great big lolloping hump.

"Do you see that?" said the Djinn. "That's your very own humph that you've brought upon your very own self by not working. Today is Thursday, and you've done no work since Monday, when the work began. Now you are going to work."

6. "How can I," said the Camel, "with this humph on my back?"

"That's made a-purpose," said the Djinn, "all because you missed those three days. You will be able to work now for three days without eating, because you can live on your humph; and don't you ever say I never did anything for you. Come out of the Desert and go to the Three, and behave. Humph yourself!"

And the Camel humphed himself, humphed all, and went away to join the Three. And from that day to this the Camel always wears a hump (we call it "hump" now, not to hurt his feelings, but he has never yet caught up with the three days that he missed at the beginning of the world, and he has never yet learned how to behave.

Rudyard Kipling

LESSON 29

Purpose: to teach pupils to:
recognize time relationships as they listen to poetry.

Suggested Procedure: 1. Comment to the pupils that poets frequently do not mention in their poems exactly *when* things took place, but that they often give us clues that tell of the season, the time of day, etc.

2. Read the following poems. **OMIT THE TITLES.** (You may wish to use these in the lessons.) Before each poem, ask the accompanying question.

3. After the reading discuss the clues to the answer.

Poems:

Find the time of day and the time of year when this happens.

1.

RAIN IN THE NIGHT

Raining, raining,
All night long;
Sometimes loud, sometimes soft,
Just like a song.

There'll be rivers in the gutters
And lakes along the street.
It will make our lazy kitty
Wash his little dirty feet.

The roses will wear diamonds
Like kings and queens at court;
But the pansies all get muddy
Because they are so short.

I'll sail my boat tomorrow
In wonderful new places,
But first I'll take my watering-pot
And wash the pansies' faces.

Amelia Josephine Burr

What day is this?

2.

HALLOWE'EN

The moon is round as a jack-o'-lantern;
The trees blow black and bare;
And we go creeping with spooky giggles
Through the chill ghostly air.

Whose shadow is that on the haunted ground?
Who's hiding behind that tree?
Oh, down the tree runs my bad black kitten,
And the shadow is only me!

Frances M. Frost

How long did it take for all this to happen?

What time of day is it?

3.

A bird came down the walk:
He did not know I saw;
He bit an angle-worm in halves
And ate the fellow, raw.

And then he drank a dew
From a convenient grass,
And then hopped sidewise to the wall
To let a beetle pass.

Emily Dickinson

When did this happen? (season; past or present.)

4.

FAREWELL TO THE FARM

The coach is at the door at last;
The eager children, mounting fast
And kissing hands, in chorus sing:
Good-bye, good-bye, to everything!

To house and garden, field and lawn,
To meadow-gates we swung upon,
To pump and stable, tree and swing,
Good-bye, good-bye, to everything!

And fare you well for evermore,
O ladder at the hayloft door,
O hayloft where the cobwebs cling,
Good-bye, good-bye, to everything!

Crack goes the whip, and off we go;
The trees and houses smaller grow;
Last, round the woody turn we swing:
Good-bye, good-bye, to everything!

Robert Louis Stevenson

LESSON 30

Purposes: to teach pupils to:
make inferences as they listen;
use context to identify word meanings.

Suggested Procedure: 1. Read the entire story as the pupils listen for enjoyment. Then ask questions that require them to make inferences. Observe the extent to which they have "listened between the lines" as you read.

2. As each question is answered, re-read the sentence or paragraph which gave the clue. Ask the pupils to relate the answer to this and to their own experience. (In some instances, as question 1, clues are drawn from the entire story. Lengthy re-reading is unnecessary. Ask the pupils to *recall* a number of clues.)

3. Suggested questions:

Was Mother Bear really fooled?
How did Mother Bear know winter was coming?
How did Little Bear know winter was coming?
How do you know this is Little Bear's first winter?
What did Mother Bear do to make Little Bear's game more fun?

4. Consider the appropriateness of the word "nap" for use in this story.

5. Read the sentences that have in them the words "scuffling" and "lumbering." Have the pupils use the sentence context and their own knowledge to explain the meanings *in this story context*.

Story:

LITTLE BEAR TAKES HIS NAP

One morning when Little Bear went out to play in the woods, he found the air chilly. On the ground where patches of something wet and white that sparkled in the sun.

Just then Little Bear heard his mother calling. "Come, Little Bear," called Mother Bear. "There is white frost on the ground. Winter is coming. Time for little bears to come in for their long winter nap."

Little Bear was scuffling in heaps of crackly red leaves. He was turning somersaults in them. The dusty leaves tickled his nose and made him sneeze. That was fun. He didn't want to take his long winter nap.

"No," said Little Bear to Mother Bear.

After a while Little Bear felt something wet on his little black nose. He looked up in surprise. Pretty white flakes were drifting and floating in the cold gray air.

"Come, Little Bear!" Mother Bear called. "The snow is falling. Winter is coming. Come this minute for your long winter nap."

Little Bear was trying to catch the snowflakes with his paws. Every time he caught a snowflake it melted away on his warm fur. That was funny. Little Bear didn't want to take his long winter nap.

"Pretty soon," said Little Bear to Mother Bear.

After a while Little Bear heard Mother Bear calling again.

"Good-bye," Mother Bear called. "I'm going home for my long winter nap. You stay and play in the snow."

Little Bear stopped playing and looked around. He watched Mother Bear go lumbering off toward home.

Little Bear didn't want to stay out in the woods alone.

Suddenly he thought how funny it would be to fool Mother Bear.

He turned softly around. He tiptoed after her, very quietly.

When Mother Bear got to the door of the bear house, Little Bear heard her talking to herself.

"I'm going in the house," said Mother Bear. "I'm going to shut the door. If Little Bear comes home he won't be able to get in. That will teach him a lesson!"

Little Bear put his paw over his mouth to keep from giggling. He was right behind Mother Bear. He slipped in the door.

Mother Bear closed the door.

"There!" said Mother Bear to herself. "Now that Little Bear can just stay out all winter!"

Mother Bear lighted the lamp. She took down Little Bear's pyjamas from a hook on the wall.

"Little Bear won't need his pyjamas this winter," Mother Bear said to herself. "I'll just put them on the bed while I get my nightie." Mother Bear put her nightie on.

Little Bear reached out quietly and took his pyjamas.

He put them on.

Mother Bear never noticed.

"Now," said Mother Bear, "I'll get in my warm bed. I wonder if Little Bear is cold out there."

She climbed into bed.

Little Bear climbed in very softly next to Mother Bear's back.

"What is tickling my back?" said Mother Bear. "Must be a mosquito in here!"

She flapped her paw at the mosquito.

Little Bear held his breath so he wouldn't laugh.

He wiggled closer to Mother Bear.

"There is some animal in my bed!" said Mother Bear. "I'm going to find out what!"

She reached her paw back and felt of Little Bear's ears.

Little Bear was as still as a mouse.

"Hm," said Mother Bear.

She felt of Little Bear's snout.

"My goodness!" said Mother Bear.

She felt of Little Bear's little fat tummie.

And she tickled!

The giggles burst right out of Little Bear!

He doubled up his little feet and he waved his little paws and he squealed and laughed and giggled.

Mother Bear was so surprised she nearly fell out of bed.

"For goodness' sake!" gasped Mother Bear. "How in the world did you get here?"

"I fooled you!" squealed Little Bear, laughing till the tears almost rolled down his cheeks.

"Dear me!" said Mother Bear.

Little Bear gave a deep sigh of joy to think he had fooled Mother Bear.

Then he yawned.

He snuggled a little closer.

He went to sleep for his long winter nap.

Catherine Woolley

LESSON 31

Purpose: to teach pupils to:
find the main idea when listening.

Suggested Procedure: 1. Tell the pupils that you will read a story in sections, and that you want them to find the main idea of each section. (*If necessary, review briefly the concept of "main idea."*)

2. Read each section. Following each reading have the main idea briefly stated. For example:

Section 1 – Two wild geese and a turtle become friends.

Section 2 – The geese invited the turtle to go home with them.

Section 3 – The geese had a plan to take the turtle.

Section 4 – The children laughed at the turtle.

Section 5 – The turtle let go of the stick and was killed.

- 3. Ask for the main idea of the story. (The turtle forgot his instructions and was ki
- 4. Discuss the relation of the main idea of the story to the main idea of the section (Pupils should note that the main ideas of the sections outline the basic story plot; while the main idea of the story is the single most important idea in the story.)
- 5. Re-read the story.

Story:

THE TURTLE WHO COULDN'T STOP TALKING

1. A Turtle lived in a pond at the foot of a hill. Two young wild Geese, looking for food, saw the Turtle and talked with him. The next day the Geese came again to visit the Turtle and they became very well acquainted. Soon they were great friends.

The Geese then sprang into the air with the Turtle between them holding fast to the stick

2. "Friend Turtle," the Geese said one day, "we have a beautiful home far away. We are going to fly to it tomorrow. It will be a long but pleasant journey. Will you go with us?"

4. The village children saw the two Geese fly along with the Turtle and cried out: "Oh, see the Turtle up in the air! Look at the Geese carrying the Turtle by a stick! Did you ever see anything more ridiculous in your life?"

3. "How could I? I have no wings," said the Turtle.
"Oh, we will take you, if only you can keep your mouth shut and say not a word to anybody," they said.

5. The Turtle looked down and began to say, "Well, and if my friends carry me, what business is that of yours?" when he let go and fell dead to the feet of the children.

"I can do that," said the Turtle. "Do take me with you. I will do exactly as you wish."
So the next day the Geese brought a stick and they held the ends of it. "Now take the middle of this in your mouth and don't say a word until we reach home," they said.

As the two Geese flew on, they heard the people say when they came to see the poor Turtle, "That fellow could not keep his mouth shut. He had to talk and so lost his life."

Ellen C. Babbitt

LESSON 32

Purposes: to teach pupils to:
note details as they listen;
use context clues to word meanings as they listen.

Suggested Procedure: 1. Have the pupils recall the kind of listening required to note details.
2. Read the story in sections as indicated. Following each section, ask detail questions such as those suggested below. When necessary, re-read to enable pupils to find a complete answer to a question. In such cases, focus their attention on the care needed to note and recall a number of details.

Section 1 — Why couldn't the good man find things?

Name the things he couldn't find.

Tell four things about his cottage.

Section 2 — Name five things the good woman moved.

(List the answers on the board.)

Re-read the section as pupils listen to find the new location of each item listed.

Section 3 — How did the good man settle things?

Name the things he did backwards.

3. You might, if you feel your class is sufficiently advanced, ask how the author made the story so humorous. Many pupils recognize the purpose of the accumulation of details.

4. Re-read the paragraph where the word "ridiculous" first appears. Ask for a definition. Encourage the pupils to relate the definition to the story context, as well as to their own concepts of the word. Read further sentences where the word is used and have the class definition checked in these new contexts.

5. Repeat the above with the word "parlor."

6. Read the paragraph which uses the word "stern" and have pupils use context to determine the word meaning.

7. At a later time, re-read the entire story for enjoyment. As a test of the pupils' recall of details you might have them draw the good man of Section 3.

Story:

A GOOD MAN AND HIS GOOD WIFE

1. Once there was a good man and his good wife. They lived in a beautiful cottage. It had white walls and red curtains and lots of little cubbyholes and handy shelves.

The man and his wife were very happy except that he could never find things.

He would look for his shoes, and he could not find his shoes.

He would look for a book, and he could not find the books.

He would go to feed the canary, and he could not find the birdseed.

But this made no difference because he could not find the canary. He could find nothing.

Then the good man would say, "This is ridiculous!" He would walk up and down the room and shake his head and say very loudly, "This is ridiculous indeed!"

But it was not his fault. He could not find anything because his good wife had moved everything.

2. She would move the parlor table from the middle of the parlor to a corner of the kitchen, and she would move the kitchen table from the middle of the kitchen to under an apple tree in the garden.

She would say, "My dear, I get so tired of the same things in the same place." Then she would stand back and admire her work.

She moved her good man's Sunday clothes from the closet in the hall to the closet in the attic.

She moved the clock from the wall above the bed in the bedroom to an end of the mantelpiece in the parlor.

She moved his favorite chair from its place before the fire to a corner of the bedroom.

She moved everything in the little house. She said, "Yes, yes, I do get so tired of the same things in the same place!" and smoothed her apron contentedly.

Then the good man had to learn things all over again.

But by the time he learned to find his fishing rod in the broom closet next to the pantry and the birdseed in the cubbyhole under the stairs, everything was changed again. Then he looked very stern and cried, "This is ridiculous!" again.

He decided to do something about it. He said, "I will do something about it," and smiled to himself. He said, "I'll settle this once and for all."

3. And he did something about it.
He put his shoe on his head.
He wore his garters around his neck.
He tied his necktie around his knee.
He wore his trousers for his coat and his coat for his trousers and both of them inside out.
He wore his spectacles on his elbow.
He wore his socks on his ears.
Then he crawled downstairs.
He sat on the breakfast table, ate his napkin and wiped his face on a biscuit.

When the good wife saw him, she opened her eyes wide.

She dropped the dishes. She opened her mouth wide in surprise. She threw up her hands. She cried, "My dear, this is ridiculous!"

He did not reply, but went on buttering his napkin and chewing little pieces off it and his face with the biscuit. His garters jingled around his neck, and his socks flopped on the floor.

And when she cried again, "But truly ridiculous, this is just too ridiculous!" he replied very quietly, "My dear, I get so tired of the things in the same place."

And that was how the good man cured the good woman of a bad habit.

And they lived even more happily than before in their beautiful cottage with its white and red curtains and funny little cubbyhole and handy shelves. And nowadays when he wants to read a book, he knows that he will find it in his bookcase.

Ruth Krauss

LESSON 33

Purpose: to teach pupils to:
note details as they listen to poetry.

- Suggested Procedure:**
1. Read stanza 1. Ask pupils to listen for the main idea of the stanza.
 2. Discuss *briefly* stanza 1. Ask pupils what they have learned about (a) the wizard and (b) the elf, and bring out the conflict that is suggested.
 3. Remind the pupils of the type of listening needed to note details. Ask them to find out what the wizard does. Read stanzas 1 and 2.
 4. Have the pupils listen to stanza 3 and find out what happened to (a) the wizard and (b) the elf.
 5. Re-read the whole poem.
 6. In a following lesson you might re-read the poem and discuss the fate of the wizard. Pupils might consider more fully the line "and, ere his magic word he could say," suggesting reasons why (a) he was slow to use his magic word, and (b) how it might have saved him.

Poem:**THE ELF SINGING**

An Elf sat on a twig,
 He was not very big,
 He sang a little song,
 He did not think it wrong;
 But he was on a Wizard's ground,
 Who hated all sweet sound.

A spotted spider,
 A wormy glider,
 The Wizard! the Wizard!
 He's up on the bough;
 He'll bite through your gizzard.
 He's close to you now!

Elf, Elf,
 Take care of yourself,
 He's coming behind you,
 To seize you and bind you
 And stifle your song.
 The Wizard! the Wizard!
 He changes his shape
 In crawling along.
 An ugly old ape,
 A poisonous lizard,

The Elf went on with his song,
 It grew more clear and strong,
 It lifted him into air,
 He floated singing away,
 With rainbows in his hair;
 While the Wizard-worm from his creep
 Made a sudden leap,
 Fell down into a hole,
 And, ere his magic word he could say,
 Was eaten up by a Mole.

William Allingham

LESSON 34

Purposes: to have pupils:
 make inferences as they listen to poetry;
 use context to identify word meanings.

Suggested Procedure: 1. Read stanza 1. Ask the pupils where the speaker lives and where the grandmother lives. Have them explain how they arrived at each answer.

2. Read the rest of the poem while the pupils listen for further details to support the view that the speaker is a visitor at the farm.

3. Consider each stanza from 2 to 6 separately. As you re-read each, have the pupils note (a) whom the speaker asked for the egg, and (b) how the animal responded. Have the pupils suggest what the animal *thought* he was being asked. (For example, the dog wants to play; the turkey expects to be fed.)

4. In connection with the above discussion, have the pupils use the context of the stanza to give the meaning of "capers," "Dobbin," "quirk."

5. Re-read the entire poem.

Poem:

THE EGG

Oh! how shall I get it, how shall I get it, —
A nice little new-laid egg?
My grandmamma told me to run to the barn-yard,
And see if just one I could beg.

“Moolly-cow, Moolly-cow, down in the meadow,
Have you any eggs, I pray?”
The Moolly-cow stares as if I were crazy,
And solemnly stalks away.

“Oh! Doggie, Doggie, perhaps you may have it,
That nice little egg for me.”
But Doggie just wags his tail and capers,
And never an egg has he.

“Now Dobbin, Dobbin, I’m sure you must have one,
Hid down in your manger there.”
But Dobbin lays back his ears and whinnies,
With “Come and look, if you dare!”

“Piggywig, Piggywig, grunting and squealing,
Are you crying ‘Fresh eggs for sale’?”
No! Piggy, you’re very cold and unfeeling,
With that impudent quirk in your tail.

“You wise old Gobbler, you look so knowing,
I’m sure you can find me an egg.
You stupid old thing! just to say ‘Gobble-gobble!’
And balance yourself on one leg.”

Oh! how shall I get it, how shall I get, —
That little white egg so small?
I’ve asked every animal here in the barn-yard,
And they won’t give me any at all.

But after I’d hunted until I was tired,
I found — not one egg, but ten!
And you *never* could guess where they all were hidden, —
Right under our old speckled hen!

Laura E. Richards

LESSON 35

Purpose: to teach pupils to:
find the main idea when listening to poetry.

- Suggested Procedure:**
1. Read the first stanza. Discuss it *briefly* to establish the mood of the poem and to prepare the pupils to listen to the rest of the poem and note the complaints.
 2. Read the entire poem. Question the pupils about specific complaints the mouse makes. List these on the board.
 3. Re-read the poem while pupils listen to be sure all the complaints are listed.
 4. Have the complaints summarized in one sentence. (It's hard to find food.)
 5. Have the pupils listen as you re-read the whole poem and be prepared to state the main idea of the poem. (The mouse is complaining because he can't find food any more.)
 6. Discuss *how* the main idea was found. (studying the details and summarizing the important ideas expressed)
 7. Read the poem while the pupils listen to find out what one pleasant thing is left to the mouse.
 8. In a following language lesson discuss the changes that have made life difficult for the mouse. (metal bread boxes, cheese in refrigerator, etc.)

Poem:**THE MOUSE**

I heard a mouse
Bitterly complaining
In a crack of moonlight
Aslant on the floor —

“Little I ask
And that little is not granted.
There are few crumbs
In this world any more.

“The bread-box is tin
And I cannot get in.

“The jam's in a jar
My teeth cannot mar.

“The cheese sits by itself
On the pantry shelf —

“All night I run
Searching and seeking,
All night I run
About on the floor,

“Moonlight is there
And a bare place for dancing,
But no little feast
Is spread any more.”

Elizabeth Jane Coatsworth

LESSON 36

Purpose: to teach pupils to:
note details and find information in factual material.

- Suggested Procedure:**
1. Have pupils recall, and discuss, the problems they faced in listening and recalling a number of details from the story "A Good Man and His Good Wife." Recall a selection that you have read to give them information in science or social studies. Compare the *importance* of recalling details in the two situations.
 2. Comment that it is impossible to remember *all* details, and that we should try to select the important details.
 3. Ask the pupils to note the important details as you read paragraph 1. List these on the board.
 4. Ask the pupils to listen and compare the "important" details with the ones omitted as you re-read the paragraph. (They might note, for example, that while it is obvious that trees have many leaves in summer, their food-producing function is interesting, new information.)
 5. Repeat this procedure with each succeeding paragraph.
 6. Ask a number of questions that require the pupils to understand and recall the details in the selection.

For example:

- (a) What makes leaves fall from the tree?
 - (b) Why is it important that the leaves fall?
 - (c) What four things do the leaves need to make food for the tree?
 - (d) Which of these come from the soil?
- etc.

Selection:

1. During the spring and summer there are many many leaves on a tree. The tree must have leaves to live, for they supply it with food. They are just like factories. They use air, water, sunshine, and minerals from the soil to manufacture food for the tree.

2. Water comes from the roots up the tree trunk to the leaves. The roots get the water from the soil. The leaves have tiny holes that can only be seen with a microscope. They breathe air in and out through the holes. When they breathe out, they give off tiny, invisible drops of water.

3. All summer the leaves make food for the tree. By the time fall comes the tree has stored up enough food to last through the winter. Then the tree corks up all the little holes at the base of the leaves. The leaves have been getting water through the holes. Now the tree grows a bit of tough waterproof cork which pushes each leaf off as it grows.

4. If the trees didn't cork up the water tubes the leaves would still breathe out water after the ground was frozen. The roots can't take water out of frozen ground and so the tree would dry up and die.

LESSON 37

Purpose: to teach pupils to:
draw conclusions as they listen and give evidence to support them.

Suggested Procedure: 1. Identify the story as an old story told to children in Finland a thousand years ago.

2. Read Section 1. Ask:

How do the animals in the woods feel about Osmo?

How do you know this? (List supporting evidence on the board.)

3. Read Section 2. Ask: **What is Mikko trying to do?**

Encourage the pupils to relate the facts stated (Mikko has decided not to admire the grouse); the situation (Mikko's insistent questions); and their knowledge of the fox's reputation for trickery.

4. Read Section 3. Ask:

Did Mikko intend to have Osmo lose the grouse?

How do you know? (Pupils should relate the points brought out in Section 2 to the last paragraph of the story.)

5. Give practice in making judgments by having pupils discuss the following questions.

Was Osmo right to blame Mikko when he lost the grouse?

Should Mikko have played such a trick on the bear?

6. "Exasperated" provides a good opportunity to practise using context to identify word meaning.

7. Pupils will enjoy dramatizing this incident.

Story:

THE BEAR SAYS "NORTH"

1. One day while Osmo, the Bear, was prowling about the woods, he caught a Grouse.

"Pretty good!" he thought to himself.

"Wouldn't the other animals be surprised if they knew old Osmo had caught a Grouse!"

He was so proud of his feat that he wanted all the world to know of it. So, holding the Grouse carefully in his teeth without injuring it, he began parading up and down the forest ways.

"They'll all certainly envy me this nice plump Grouse," he thought. "And they won't be so ready to call me awkward and lumbering after this, either!"

2. Presently Mikko, the Fox, sauntered by. He saw at once that Osmo was showing off and he determined that the Bear would not get the satisfaction of any admiration from him. So he pretended not to see the Grouse at all. Instead he pointed his nose upwards and sniffed.

"Um! Um!" grunted Osmo, trying to attract attention to himself.

"Ah," Mikko remarked, casually, "is that you, Osmo? What way is the wind blowing today? Can you tell me?"

Osmo, of course, could not answer without opening his mouth, so he grunted again, hoping that Mikko would have to notice why he couldn't answer. But the Fox didn't glance at him at all. With his nose still pointed upwards, he kept sniffing the air.

"It seems to me it's from the South," he said. "Isn't it from the South, Osmo?"

"Um! Um! Um!" the Bear grunted.

"You say it is from the South, Osmo? Are you sure?"

"Um! Um!" Osmo repeated, growing every moment more impatient.

"Oh, not from the South, you say. Then from what direction is it blowing?"

3. By this time the Bear was so *exasperated* by Mikko's interest in the wind when he should have been admiring the Grouse that he forgot himself, opened his mouth, and roared out:

"North!"

Of course the instant he opened his mouth, the Grouse flew away.

"Now see what you've done!" he stormed angrily. "You've made me lose my fine plum Grouse!"

"I?" Mikko asked. "What had I to do with it?"

"You kept asking me about the wind until I opened my mouth — that's what you did!"

The Fox shrugged his shoulders.

"Why did you open your mouth?"

"Well, you can't say 'North!' without opening your mouth, can you?" the Bear demanded.

The Fox laughed heartily.

"See here, Osmo, don't blame me. Blame yourself. If I had had that Grouse in my mouth and you had asked me about the wind, I should never have said, 'North!'"

"What would you have said?" the Bear asked.

Mikko, the rascal, laughed harder than ever. Then he clenched his teeth and said:

"East!"

Parker Fillmore

LESSON 38

Purpose: to teach pupils to:
draw conclusions as they listen.

Suggested Procedure: 1. Read Section 1. Ask the pupils to choose one word to describe each of (a) the cat, (b) the parrot. Then ask for evidence of the kind of behavior indicated by the word.

2. Read Section 2. Ask different pupils to describe the incidents involving (a) the parrot, (b) the woman, (c) the man, (d) the king, (e) the crabs.

In two columns on the board, record briefly (i) what each said to the cat, and (ii) the cat's reaction.

3. On the basis of the evidence gathered above, have a brief sentence composed to describe the cat. (For example: *He is cruel and selfish.*)

4. Read Section 3. Ask:

What was the cat's big mistake?
How do you know?

5. Re-read for enjoyment during a later period.

Story:

THE CAT AND THE PARROT

1. Once there was a cat, and a parrot. And they had agreed to ask each other to dinner, turn and turn about: first the cat should ask the parrot, then the parrot should invite the cat, and so on. It was the cat's turn first.

Now the cat was very mean. He provided nothing at all for dinner except a pint of milk, a little slice of fish, and a biscuit. The parrot was too polite to complain, but he did not have a very good time.

When it was his turn to invite the cat, he cooked a fine dinner. He had a roast of meat, a pot of tea, a basket of fruit, and, best of all, he baked a whole clothes-basketful of little cakes!—little, brown, crispy, spicy cakes! Oh, I should say as many as five hundred. And he put four hundred and ninety-eight of the cakes before the cat, keeping only two for himself.

Well, the cat ate the roast, and drank the tea, and sucked the fruit, and then he began on the pile of cakes. He ate all the four hundred and ninety-eight cakes, and then he looked round and said:—

“I'm hungry; haven't you anything to eat?”

2. “Why,” said the parrot, “here are my two cakes, if you want them.”

The cat ate up the two cakes, and then he licked his chops and said, “I am beginning to get an appetite; have you anything to eat?”

“Well, really,” said the parrot, who was now rather angry, “I don't see anything more, unless you wish to eat me!” He thought the cat would be ashamed when he heard that—but the cat just looked at him and licked his chops again,—and slip! slop! gobble! down his throat went the parrot!

Then the cat started down the street. An old woman was standing by, and she had seen the whole thing, and she was shocked that the cat should eat his friend. “Why, cat!” she said, “how dreadful of you to eat your friend the parrot!”

“Parrot, indeed!” said the cat. “What's a parrot to me?—I've a great mind to eat you, too.” And—before you could say “Jack Robinson”—slip! slop! gobble! down went the old woman!

Then the cat started down the road again, walking like this, because he felt so fine. Pretty soon he met a man driving a donkey. The man was beating the donkey, to hurry him up, and when he saw the cat he said, “Get out of my way, cat; I'm in a hurry and my donkey might tread on you.”

“Donkey, indeed!” said the cat, “much I care for a donkey! I have eaten five hundred cakes, I've eaten my friend the parrot, I've eaten an old woman,—what's to hinder my eating a miserable man and a donkey?”

And slip! slop! gobble! down went the old man and the donkey.

Then the cat walked on down the road, jauntily, like this. After a little, he met a procession, coming that way. The king was at the head, walking proudly with his newly married bride, and behind him were his soldiers, marching, and behind them were ever and ever so many elephants, walking two by two. The king felt very kind to everybody, because he had just been married, and he said to the cat, “Get out of my way, pussy, get out of my way,—my elephants might hurt you.”

“Hurt me!” said the cat, shaking his fat sides. “Ho, ho! I've eaten five hundred cakes, I've eaten my friend the parrot, I've eaten an old woman, I've eaten a man and a donkey; what's to hinder my eating a beggarly king?”

And slip! slop! gobble! down went the king; down went the queen; down went the soldiers,—and down went all the elephants!

Then the cat went on, more slowly; he had really had enough to eat, now. But a little farther on he met two land-crabs, scuttling along in the dust. “Get out of our way, pussy,” they squeaked.

“Ho, ho ho!” cried the cat in a terrible voice. “I've eaten five hundred cakes, I've eaten my friend the parrot, I've eaten an old woman, a man with a donkey, a king, a queen, his men-at-arms, and all his elephants; and now I'll eat you too.”

And slip! slop! gobble! down went the two land-crabs.

3. When the land-crabs got down inside, they began to look around. It was very dark, but they could see the poor king sitting in a corner with his bride on his arm; she had fainted. Near them were the men-at-arms, treading on one another's toes, and the elephants, still trying to form in twos,—but they couldn't, because there was not room. In the opposite corner sat the old woman, and near her stood the man and his donkey. But in the other corner was a great pile of cakes, and by them perched the parrot, his feathers all drooping.

"Let's get to work!" said the land-crabs. And, snip, snap, they began to make a little hole in the side, with their sharp claws. Snip, snap, snip, snap,—till it was big enough to get through. Then out they scuttled.

Then out walked the king, carrying his bride; out marched the men-at-arms; out tramped the elephants, two by two; out came the old man,

beating his donkey; out walked the old woman scolding the cat; and last of all, out hopped the parrot, holding a cake in each claw. (You remember, two cakes was all he wanted?)

But the poor cat had to spend the whole day sewing up the hole in his coat!

Sara Cone Bryant

LESSON 39

Purpose: to teach pupils to:
enjoy figurative language when listening.

Incidental Experience: to form sensory images when listening.

Suggested Procedure: 1. Read the entire story. This may be done in a separate lesson.

2. Comment that the author has tried very hard to help us see the pictures in his story. Instruct the pupils to listen closely as you re-read parts of the story. Following the reading of each section, direct attention to the underlined phrases.

For example:

Section 1 — Ask: What words does the author use to show (i) that Richard rushed out of bed; (ii) how the snow is falling; (iii) that Richard is delighted by the snow.

Encourage evaluation and develop further understanding of the expressions by such questions as:

- (i) Does the author mean Richard fell as he got up?
- (ii) Have you seen snowflakes fall that way?
- (iii) Have you ever seen a child so happy he hugged himself?

Section 2 — What words tell Richard is hurrying? What does Richard mean when he says, "I've got both eyes wide open and both ears up"? Why didn't he just say "I'm watching and listening"?

Section 3 — How does the author say that the snow is falling softly? Picture Richard as the snow falls: "He wiggled his nose and blinked his eyes." Why is he doing that? What did Richard make in the snow?

Section 4 — What two words tell how the snow is falling now? Why are these good words to use? How did the snow "make little ledges" along Richard's whiskers?

Section 5 — Did Richard really jump a foot in the air? Why did the author say he did?

Section 6 — Why would Ferrell Fox's family be glad to see a visitor?

Section 7 — What tells that Richard is really frightened?

Section 8 — How do you know Richard is laughing very hard?

Section 9 — What tells us Richard is very frightened even when he's laughing?

Section 10 — How fast is Richard running?

Section 11 — What words show how close the fox is coming?

Section 12 — How long did it take Richard to fall asleep?

3. Re-read the story in a later story period.

Story:

RICHARD RABBIT'S MAGIC CLOAK

1. Richard Rabbit tumbled out of bed and rushed over to the window and looked out. Soft flakes of snow whirled like tiny pinwheels and settled against the window pane. "Gee whillikins!" chuckled Richard, hugging himself with glee. "This is a fine day for me to go exploring. I must get out this very minute!"

2. He crept to the door and peeked down the long hallway. There was no one in sight. Everyone was fast asleep and snoring. Quietly Richard slipped out the kitchen door and bounded for the creek and the willow grove.

Old Bill Crow called out from the sycamore tree, "Hey, Richard! You're leaving some mighty big tracks in that soft snow. Better watch out!"

"Oh, I'm watching out," laughed Richard. "I've got both eyes wide open and both ears up. I'm being careful."

3. Richard scampered on through the snow. He turned a somersault and made a row of snow angels. Then he made some little snow men. The snow fell fast. Richard wiggled his nose and blinked his eyes as the flakes feathered down over his face. He was having a fine time.

4. "I think I'll go up to Mr. Wilshire's orchard and get some apple bark," said Richard to himself. "I've been hungry for apple bark for two days."

Richard went down across the meadow and up through the woodlot. He looked all around and he felt very safe. There wasn't any sign of an enemy. The snow fell faster and faster. It stuck on his eyelids and made little ledges along his whiskers. It twinkled and tumbled in every direction until Richard could hardly see in front of his nose. Finally, he stopped hopping.

"I think I'll crawl in that clump of high grass and wait for the snow to stop. It's snowing feather beds," said Richard uneasily.

5. "It certainly is, my dear fellow," said a voice from inside the clump of high grass.

Richard jumped a foot in the air. There looking straight into his eyes was hungry Ferrell Fox.

"This really is some snow," said Ferrell grinning broadly.

"Yes, it is," said Richard weakly. "I don't like so much snow."

"Nor do I," replied Ferrell as he laid a strong paw on Richard's shoulder. "Suppose we run over to my house and wait for it to stop snowing."

"I wish I could go with you," said Richard feeling scared inside, "but I'm on my way up to Mr. Wilshire's orchard to get my breakfast. I'll visit you some other time."

"Oh, I'll get you some breakfast over at my house," said Ferrell. "My house isn't far from here. Just over the next hill and down across a gully and over to a thicket."

"I'd like to go with you," stammered Richard trying to sound friendly, "but Mother is expecting me home any minute and if I'm gone too long I'll get a scolding."

6. "Then you most certainly must go home with me," said Ferrell politely. "There'll be no scoldings for you there. We've had no visitors for three days and my family will be very glad to see you."

"I-I'm sure they would," said Richard, feeling more and more uncomfortable, "and I'd like to see your family, but I must really be getting back home."

"You're going with me," growled Ferrell and his jaws snapped shut so loudly that Richard shivered and wished that he were two hundred miles away from Ferrell Fox and his hungry family.

"Come along, Richard," said Ferrell. "We must hurry home." And he gave Richard a shove.

7. Poor Richard! He looked to the right of him and to the left of him. He looked up and he looked down but he could see no way to escape. He and Ferrell marched down through the woodlot and headed up over the hill. The hill grew steeper and the snowflakes fell faster and Richard's heart sank. He tried to think of one of his clever tricks but he couldn't think of a single one. All he could think of was the delicious rabbit stew that Ferrell Fox was planning to make out of him and it was such an awful thought that he shook from the tip of his ears down to his little fur toes.

8. At last, as they reached the top of the hill and started down toward the gully Richard knew that he would have to think of something. Suddenly, he began to laugh. He held his sides and laughed until the tears ran down his plump fur cheeks.

Ferrell stopped and stared at him. "What are you laughing at, Richard?" he asked. "I don't see anything funny. What is it?"

9. "Oh, nothing that would interest you," Richard chuckled, rolling over and over in the snow. "I was just thinking of a clever trick you could play on your family."

"I don't want to hear about your clever tricks!" Ferrell snapped, showing his hungry teeth. "And don't laugh so loudly. I don't want Mr. Wilshire's dog chasing me."

"I don't want him chasing me either," Richard, wiping the tears from his eyes. "I don't like dogs any better than you do, but most of the time I don't have to be afraid of them."

"How's that?" Ferrell asked. "Why don't you have to be afraid of dogs all of the time?"

"Oh, because most of the time I have my magic cloak and when I am wearing it my enemies can't see me," said Richard carelessly.

"Your magic cloak! That's ridiculous!" scoffed Ferrell.

"I suppose so," said Richard. "If you had never owned a magic cloak it must sound foolish to you."

Ferrell walked along in silence. The gully was in sight and Richard's heart began to pound. He looked up into Ferrell's hungry eyes and they were puzzled. That made Richard feel much better. He reached over and gave Ferrell a friendly pat. "I wish I had my magic cloak. You would have welcome to it," said Richard. "It might have come in handy when you wanted to visit a hen house."

10. "I don't believe a word of your nonsense," said Ferrell angrily. "If your cloak made you safe from your enemies why weren't you wearing it when I came by?"

"Foolishness!" said Richard. "I was trying to be careful of it and I took it off while I was making snow angels and forgot to put it back on. It is lying safe and snug where I left it."

The two walked on and Ferrell didn't say anything more for a long time. Then he stopped and said, "We have plenty of time, Richard. We'll go back and get your magic cloak."

"Just as you say," said Richard. "I won't need it any more, but if you want it I'll show you where it is."

Slowly Richard turned around and led the way back up the hill, down through the woodlot and over across the meadow to the creek. Ferrell kept right at his heels. Then Richard went up through the willow grove and stopped beside a big, hollow log.

"The cloak is in there," he said pointing to the hole. "Shall I go in and get it?"

"Certainly," said Ferrell, "only I'll hold on to one of your hind legs while you do."

"Oh, that's all right," said Richard. "I can reach it without any trouble."

Ferrell took a tight hold on Richard's hind leg and Richard crawled inside the log as far as he could go with one foot held fast. Then Richard began to slap and pull and grunt and yell.

"You get off my cloak!" he squealed. "Get up off of it. I want it!"

The surprised Ferrell held on to Richard's leg and tried to see inside the log at the same time. Presently Richard came out. Big tears ran down his cheeks and dripped on the snow.

"What shall we do?" he asked. "That fat, stupid woodchuck has pulled my cloak under him for a pillow and he won't budge off of it."

"I'll make him get off of it," chuckled Ferrell thinking of his fine breakfast of fat woodchuck and tender rabbit. "I'll reach in and move him."

Ferrell crouched down and looked inside the log. "I can't see a thing in there," he exclaimed, "except a very dark hole. There isn't any woodchuck in there."

"That proves it!" cried Richard hopping up and down with excitement. "That fat woodchuck has pulled my magic cloak up over him so you can't see him. He's clever but we'll get him. He can't have my magic cloak. I'll pull on you and help you pull him out."

Richard took one of Ferrell's hind legs and began to pull with all his might.

"Stupid! Wait until I get inside the log," cried Ferrell disgustedly.

"Oh, I'm sorry," Richard apologized. "Tell me when to start pulling."

Ferrell stretched out and crawled inside the log. Richard held on to his leg until he was well inside. Then Richard let go and bounded off through the willows.

11. "Come back!" screamed Ferrell.

But Richard didn't come back. In and out through the bushes and willows he darted with Ferrell snapping at his heels. At last, with a great leap, Richard sped down under the roots of the friendly old cottonwood tree and crept back out of Ferrell's reach.

12. "Gee whillikins! It's good to be home again," murmured Richard as he crept back into bed and pulled the covers up over his limp ears. "I wish I really did have a magic cloak." A sleepy smile spread over his face and in three bunny hops he was fast asleep and snoring just as any wise little rabbit would be doing on a snowy winter day.

Rose Ross

LESSON 40

Purposes: to teach pupils to:
distinguish between fact and fancy when listening to poetry;
have pupils recognize the meaning of the connective "but."

Suggested Procedure: 1. Read the entire poem — except for the last line. Instruct the pupils to listen and find out who the two people mentioned in the poem are.

2. Read each stanza separately. Before each, ask what the little girl saw (heard) and what Mrs. MacPherson saw (heard).

3. Discuss who is right. Guide pupils to see that Mrs. MacPherson is being very matter-of-fact, while the little girl is playing a game of make-believe — that each is right in her own way.

4. Ask whether the little girl knows she is just pretending; and read the *entire* poem including the last line.

5. Have the pupils close their eyes and picture each scene as the little girl sees it, and as Mrs. MacPherson sees it.

Re-read the poem. Ask what word in each verse indicates that Mrs. MacPherson sees something different.

6. Ask the pupils to listen for the change in the sound of the poem after the word "I" in each verse. Re-read the poem.

7. Have several pupils describe how Mrs. MacPherson looks.

Poem:

MRS. MACPHERSON

Across our yard, close by the fence, I know a talking tree
That listens to my secrets and whispers back to me.

But Mrs. MacPherson,
Who lives very near,
Says the rustle of breezes
Is all that I hear.

There in my tree, one summer day, I saw the Fairy Queen;
She called to me in robe of gold amid the leafy green.

But Mrs. MacPherson,
Who lives 'cross the street,
Says a wee yellow birdie
Was chirping tweet-tweet.

And not so very long ago, a friendly bright-eyed Elf
Peeked 'round my tree to say Hello; I saw him there myself.

But Mrs. MacPherson,
Who lives all alone,
Says a bonnie brown bunny
Had wandered from home.

Poor Mrs. MacPherson!

Alice M. Stewart

LESSON 41

Purpose: to teach pupils to:
make inferences as they listen.

Suggested Procedure: 1. Read the story in sections. Following each section, ask inferential questions. Discuss the answers, helping the pupils to realize that the story did not *directly* answer the questions but did provide information on which the answers could be based. Point out that each time they must *think* about what is said and done to arrive at the correct answer.

Suggested questions:

Section 1 — **What does Jessica like to do?**
Does Jessica enjoy her little brother?
Does Jessica's mother really like her to play in the Jungle?

Section 2 — **What is Miss Gertrude doing?**
What darted down the stairs?

Section 3 — **How does Miss Gertrude feel about mice?**
How do you think Jessica feels?

Section 4 — **Does Mr. Baxendale mind the mice making nests in the attic?**
Will he help Jessica?

Section 5 — **Has Mr. Baxendale caught mice before?**

Section 6 — **What will Jessica's mother say when she finds out what's in the box?**

Section 7 — **Does Jessica really believe that she has a Nelephant?**
Does her mother believe it?

Section 8 — Repeat the earlier question: **Does Jessica enjoy her little brother?**

Section 9 — **Why did Jessica's mother promise her a puppy?** (In discussing this help the pupils to find a satisfactory answer to the question the author has left with the reader: **Is Jessica's mother just bribing her to get rid of the mouse, or has she realized how lonely she is?**)

2. In a follow-up discussion you might develop an oral character sketch of Jessica, Mr. Baxendale, Miss Gertrude, or Jessica's mother.

3. List the names (from above) on the board and have the pupils list the characteristics of each.

Story:

A NELEPHANT NAMED GODFREY

1. This morning, just like every other morning, Jessica waited until Mama was busy feeding Davey. Then she opened the door quietly and ran across the yard.

"Jessica!"

Mama had come to the door with the baby in her arms.

"Where are you off to?" she said.

"I'm just going into the Jungle . . . can't I, Mama?" Jessica scuffed in the dust with her sneakers and looked at Mama wistfully.

"Well, okay. But remember," added Mama, "no bugs or beetles this time!"

"I'll 'member," promised Jessica.

"And don't bother the Baxendales!"

"I won't," Jessica called back as she skipped through the hedge into the next yard.

Here, behind Miss Gertrude's house, stretched the Jungle — a thick mysterious tangle of long grass and lilac bushes and gnarled old apple trees. Here, Jessica could hunt for lions and tigers — and maybe even a Nelephant!

2. It was a lovely day to look for a Nelephant. The bees hovered over the phlox and petunia beds, and a golden butterfly flew ahead of Jessica down the path. She reached to capture it, but it fastened itself high on the kitchen screen. Jessica pressed her face against the screen and peered within.

"Miss Ger-trude!" she called.

"Come in, come in. I'm just tryin' to red up some o' that awful clutter in the attic," Miss Gertrude said.

She opened the stairway door that led to the attic.

They reached the top of the steep flight of stairs, and Jessica saw a lovely jumble of old books and picture frames, a cradle, and clothes shrouded in sheets. Miss Gertrude set to work again. She swiped at the rafters with her broom, all the while talking to Jessica just as if she were a grown-up.

She kept stabbing away at the cobwebs under the eaves. Jessica watched, fascinated by the big spiders that dropped down and scampered away on furry black legs. At last Miss Gertrude brought her broom down to rest and began to heave on a trunk. Suddenly there was a flash of movement behind it, and something small and gray and furry darted between her and Jessica and fled down the attic stairs.

3. "MY GODFREY!" screamed Miss Gertrude. She seized her broom and rushed down the stairs. Jessica followed close behind.

"What's the matter, Miss Gertrude?" she whispered.

"Them beasties! I'll get everyone of 'em will! Dirty things that they are — makin' tracks all through Paw's winter clothes! Where are they hiding now, you little varmint!"

Miss Gertrude had forgotten about Jessica in her excitement. She was making vicious swipes all about the kitchen and peering under the wainscoting and the stove and the icebox and the sink.

Suddenly the screen door snapped loudly behind her. Miss Gertrude straightened with a jerk.

"Paw!" she screamed. "Don't let that thing out o' here! Shut the door! Quick!"

But it was too late. Mister Baxendale slipped by the open kitchen screen. A small furry object scuttled between his legs and was gone.

"My Godfrey, Paw! Now you done it!" screamed Miss Gertrude. "I wanted to catch that little varmint in the worst way!"

4. "Poor wee things," he said with a sigh. "They mean no harm."

" . . . an' you should just see your old winter overcoat up there," finished Miss Gertrude. "Must 'a' made a nest in the pockets, they did!"

With a sniff, she seized her broom and retreated up the stairs again.

"Ah, well . . ." The old man fell silent, and Jessica used this moment to reach up and tug his sleeve.

"Mister Baxendale," she whispered.

"Yes, sweetie?"

"Mister Baxendale," repeated Jessica seriously, "could you find him again, huh?"

"What, child?"

"Could you find him again an' let me have a box to put him in an' we'll give him something to eat, huh?"

Mister Baxendale stared at her for a full minute. Then a slow smile spread across his face.

5. "Aye," he whispered back. "That's what we'll do. Find him . . . an' get him into a box an' then give him something to eat . . ."

Without another word, Mister Baxendale headed for the cupboard and pulled down a shoebox from the top shelf. Into this he scattered some bits of cheese and bacon and even some of Miss Gertrude's best pound cake. Next he cut an opening in one end of the box and pulled it aside with a string, in the manner of a door.

"Now, we're all set," he said.

Mister Baxendale and Jessica tiptoed across the kitchen and softly opened and shut the screen door. Then Mister Baxendale motioned to Jessica to wait on the back veranda. Obediently, she settled herself in the rocker. Mister Baxendale set down the shoebox beside the steps, taking care to pin the string back. Now he poked around gently under the veranda with his favorite switch.

"C'mon, c'mon there, wee one," he crooned. "Here's some lovely cake and cheese — with not a trap in sight! . . . He's in there all right," whispered Mister Baxendale to Jessica. "If we're quiet as quiet, maybe he'll come out . . ."

The old man sat on the lowest step and waited. Jessica held her breath. There was no sound save the distant scraping of a broom. Mister Baxendale cupped a hand to his ear and gazed intently down at the long grass at his feet.

Suddenly he looked up at Jessica and pointed. There was a small rustle among the weeds, and Mister Baxendale stooped swiftly over the box.

"Got him!" he cried, forgetting to be quiet any longer. "An' he's the cutest li'l feller you ever saw!"

6. Jessica bounded out of the rocker.

"Can I have him, Mister Baxendale? Can I have him now?"

"Well now . . . I don't know," said Mister Baxendale sadly. "He won't have much of a life around here an' I'd shore like to find the li'l feller a good home . . . but you know how your Maw feels about animals . . ."

"I'll feed him," said Jessica eagerly. "We got cheese an' bread an' bacon at home . . . an' I can give him some of Mama's cake . . ."

"We-ell . . . if your Maw says it's okay . . .," said Mister Baxendale, a little doubtfully.

"I'm sure Mama would like me to have him," went on Jessica, "'cause then I'll have someone to play with. Mama always tells me to play when she's busy with Davey . . ."

Mister Baxendale slowly handed the shoebox over to Jessica.

Jessica waited until he had disappeared into the house. Then, with careful steps, she carried her precious burden down the side path, through the hedge, and around to the kitchen door.

"Jessica, is that you?" called Mama. "I've just got Davey off to bed and I've been looking all over for you."

"Will you open the door, Mama, please?" said Jessica.

"Okay. I'll be there in a minute . . . I suppose you've been over to the Baxendales again . . . What have you brought back this time?"

7. Mama swung the door wide and gazed down at the shoebox.

"It's a Nelephant," explained Jessica.

"A-a what?"

"A Nelephant," repeated Jessica. "Mister Baxendale got him for me . . . an' oh, Mama! he's all soft an' gray an' he's got pink ears! But his nose is kinda short — that's 'cause he isn't all growed up yet — an' Mister Baxendale wants me to feed him an' look after him 'cause Miss Gertrude doesn't like Nelephants much . . ."

"Jessica," demanded Mama, looking a little pale, "what have you got in that box?"

"I tole you," said Jessica. "It's a Nelephant an' his name is Godfrey."

8. Mama backed away.

"Jessica, if you've brought home what I think you have, you just get rid of that shoebox . . . right here and now!"

"But, Mama . . ."

Then it happened. Jessica clutched the box to her, the string broke, and the door flew open. A little gray ball of fur scuttled down the front of Jessica's dress and darted away. Mama quietly screamed.

"He's gone!" sobbed Jessica. "Godfrey's gone! . . . You got a baby," she told Mama accusingly, "but I got nobody for a pet!"

"DAVEY!" gasped Mama, and she ran from the room. "Oh, my poor baby!"

9. Jessica followed tearfully. At the door of Davey's room, both of them stopped short.

"There's Godfrey!" yelled Jessica, while. Mama just stared and grew paler.

Davey was sitting up in his crib, gurgling and drooling as he always did when he was happy. And there, running back and forth over the blue coverlet, was Godfrey!

"See! Davey likes Godfrey too!" exclaimed Jessica, and she ran over to the crib.

Mama found her breath at last.

"Jessica," she said, in a queer voice, "Jessica, darling, if you get that . . . that . . . Godfrey out of here, I'll make you a promise . . ."

"But, Mama . . ."
 "Please, honey? You know, dear," Mama's voice had now straightened out a little, "it's not right to keep animals shut up in a box. They like to be free, to run around outside . . . just like you . . ."

Jessica looked at Mama a little doubtfully.
 "But Godfrey's a Nelephant!"
 "Yes, dear," said Mama. "And Nelephants grow so big they have to live in a jungle! Why, we wouldn't have nearly enough room for him here!"

Jessica still hesitated.
 "I'll tell you what I'm going to do, Jessica. If you take Godfrey back to the Jungle, I'll get you a real live puppy you can keep all for yourself!"
 "Will you, Mama?"

"I promise."
 Jessica made up her mind.
 "Okay," she decided, "I'll do it. I'll ask Mister Baxendale to help me catch Godfrey and an' take him out to the Jungle . . ."
 "Yes, dear."
 "An' you know when I get my puppy?"
 "Yes, dear?"
 "I'm going to play with him every day and feed him cheese an' bacon an' cake . . ."
 "Ye-es, dear."
 "An' do you know what I'm going to call him?" said Jessica.
 "No, dear."
 "Gertrude," said Jessica happily. "His name's gonna be 'Gertrude!'"

Marion Bell

LESSON 42

Purposes: to teach pupils to:
 make inferences as they listen to poetry;
 have pupils form sensory images in response to poetry.

Note: The ability to make inferences is basic to the enjoyment of poetry. However, you are reminded (see Lesson 25) that prolonged discussion of a poem is not conducive to poetry appreciation at this stage. Several selections are therefore suggested. You may prefer to treat each in a separate, *short* lesson.

Suggested Procedure: 1. Comment that poems are often very short, and so the poet depends on us to *think* about what he says and add part of the story ourselves.

2. Before reading each of the following poems, briefly introduce it and present a problem. Following the reading, discuss the answer and ask further inferential questions. (Specific suggestions are given for each poem.) Keep the discussion *brief* and *lively*.

3. *Always* re-read the poem following the discussion.

1.

WHAT THEY ARE FOR

Curbstones are to balance on
 Far from the ground.
 Railings are to slide upon
 And trees for running round.

Fences are for wriggling through,
 Cracks and holes to hop,
 And, though she does not like us to,
 Puddles are to plop.

Dorothy Alderson

1. Find out who "she" is in this poem.
2. (Have a pupil pantomime the child's activities as you read the poem.)
3. Think of a word to describe the child in the poem.

2.

ONE DAY WHEN WE WENT WALKING

One day when we went walking,
 I found a dragon's tooth,
 A dreadful dragon's tooth.
 "A locust thorn," said Ruth.

One day when we went walking,
 I found a brownie's shoe,
 A brownie's button shoe.
 "A dry pea pod," said Sue.

One day when we went walking,
 I found a mermaid's fan,
 A merry mermaid's fan.
 "A scallop shell," said Dan.

One day when we went walking,
 I found a fairy's dress,
 A fairy's flannel dress.
 "A mullein leaf," said Bess.

Next time that I go walking —
 Unless I meet an elf,
 A funny, friendly elf —
 I'm going by myself!

Valine Hobbs

1. What is the speaker's favorite game?
2. What might she call Ruth, Sue, Dan, and Bess?
3. Why would she like to go walking with an elf?
4. Could you play the game with her? (Have pupils suggest "treasures" they might find.)

3.

THE WORKSHOP

Father has a workshop
 with a table and a scale
 and a cupboard full of cubbies
 for every kind of nail,
 and a hammer and a hatchet
 and an anvil and a brace ...
 and Father seems to know the
 minute things are out of place!

Father has a grindstone
 that wobbles in its frame,
 and he has a sort of pickaxe
 with a very funny name,
 and a wood rasp and a chisel
 and a sickle for the lawn ...
 and Father seems to know the
 minute anything is gone!

Aileen Fisher

1. Find out if a boy or a girl is speaking.
 2. What does he like to do?
 3. Does his father take good care of his tools?
 4. Do you think he is ever allowed to use his father's tools?
 5. Have the pupils listen as you re-read the poem and picture the speaker admiring his father's tools. Ask them to listen for the change in the sound of the poem when his father finds something has been touched.
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LESSON 43

Purposes: to teach pupils to:
distinguish between fact and fiction as they listen to a story;
encourage the enjoyment of figurative language.

Suggested Procedure: 1. Read Section 1 of the story "The Big Barnyard." Have the pupils consider whether or not this could really happen. Guide them to see that, while animals do not talk, the author might be writing what they *seem to be saying*; and that except for the talking animals this might be a typical farmyard scene.

2. Relate the expression, "a feeling in my bones" to those used by the animals.

3. Follow a similar procedure with Section 2, but focus attention on the addition of make-believe elements. (For example, the goat in the tree, the donkey's hat, the monkey's interest in the hat.)

4. Have the pupils recognize in Section 3 a fairly realistic description of the confusion a sudden whirlwind might cause in the farmyard.

5. In Section 4, discussion should again bring out that, except for the element of fancy injected by the donkey's hat, the picture of the wind tossing a hat from point to point is quite realistic.

6. Pupils should recognize the return to completely fanciful elements in Section 5, and be able to point out the incidents that are fanciful.

7. Section 6 brings a return to normal — and then a final fanciful touch in the donkey's wish.

8. After discussing each section, consider the story as a whole and point out to the pupils that a good make-believe story is usually *based* on something that could really happen but has make-believe elements added. Return to Section 1 and point out that the animals usually sense an oncoming storm and are quite disturbed by it, that the author has merely added conversation to the typical actions of the animals. Point out too, the sudden end of the storm and the characteristic quiet that accompanied it — to which the author has added the donkey's wistful comment.

Story:

THE BIG BARNYARD

1. Once there was a big, big barnyard. It had a big white fence around it, and a big red barn in it. And everybody in the big barnyard was big, and very busy.

One morning the big black rooster was up extra early. He hopped up on the big white fence and flapped his big wings.

"Cock-a-doodle-do," he crowed. "Get up, everybody! Something's going to happen. I can feel it in my comb!"

The big speckled hens tumbled down from the roost. They cackled and cackled.

"What's going to happen?" they asked each other.

The big white ducks waddled to the duck pond.

"Quack, quack, quack," they said, swimming all around. "Whatever's going to happen, we can feel it in our big webbed feet."

The big gray goose ran to the corn pan and picked at the corn.

"Yes," she honked thoughtfully, "something is going to happen. I can feel it in my neck!"

"Gobble," went the turkey, "gobble, gobble, gobble!" up and down the barnyard.

"Something has to happen," he thought, "'cause it's much too hot."

And the big pig, grunting in the pig pen, peeped through the fence.

"Something's going to happen — grunt. Something's going to happen — grunt. I can feel it in my snout."

2. The big gray goat climbed up the apple tree. He stood on a stout branch and looked at the sky. "Something's going to happen. I can feel it in the air."

Three big white sheep were grazing in the meadow. They chewed on the long grass, and muttered and stared. "What's going to happen?" they bleated uneasily. "We can't feel anything. Our wool is too thick."

And the long-eared donkey, in his fine straw hat, gazed into the duck pond, primping and preening.

He was so proud of that hat that he never did anything. He never helped the mule and he never helped the horse.

"I don't care what happens," he brayed to himself, "so long as nothing happens to my good straw hat."

But the big brown mule, pulling the big plow, plowing up the cornfield, looked at the straw hat and sighed to himself:

"I wish something would happen to let me have a big hat with holes for my ears!"

The big dappled gray horse was pulling a wagon, piled up like a haystack with warm fragrant hay. He trotted to the barn door and then he stood still.

"Something's going to happen," he whinnied. "I can hear it in the creaking of the big wagon wheels."

The big red cow nodded her head. She switched her long tail and stamped her big feet.

"Something is going to happen," she mooed. "I can feel it in my horns."

The big black bull bellowed in the pasture. He snorted and jingled his chain.

"Something's going to happen. I know it's going to happen!" the big bull bellowed. "I can see it with my eyes!"

3. Everybody looked where the big bull was looking.

Up on the barn roof, the weather vane swung faster and faster. Soon it was spinning.

And something has to happen when a big wind blows!

"Whooooo-woosh!"

Down came the big wind. It blew across the pasture. It blew across the barnyard. It whistled round the barn! It slammed both the barn doors, and howled around the pig pen, and blew up the dry dust, and ruffled the duck pond.

It blew the big black rooster right off the fence. It blew the white ducks straight across the pond! It picked up the gray goose and sent her sailing over the big white fence out into the corn!

It blew the turkey's gobble right out of the turkey.

It blew the pig's curly tail out straight as a string.

It blew the saucy goat out of the apple tree — bump, on his horns!

It blew through the sheep's wool, making little woolly holes.

4. "Brrr," said the big sheep. "We're getting cold!"

It whipped across the barnyard, lifted up the donkey's hat, and carried it away. Down came the hat, right on the mule's head.

"My, what a fine hat," the mule laughed. "It's good to keep the sun off."

But pouff! went the hat, blown off the mule's head — blown on to the horse's head all in a wink!

"Good," said the horse. "Now I have a fine hat, with holes to let my ears twitch."

But back came the big wind. It blew the hat off the horse's head. It took the hat whirling to the big red cow.

The hat dropped on the cow's horn —

And blew off the cow's horn —

And landed on the bull's nose, right around the ring.

The big bull bellowed and tossed his big head.

Up went the straw hat — across the dusty barnyard, and over the fence. It rolled through the pasture and rolled down the big hill.

5. "Somebody stop it!" brayed the big donkey. "Somebody catch it! Somebody grab it!"

The rooster tried to grab it, but as he reached, he stubbed his toe.

The hens tumbled down the hill, head over heels.

The ducks, dripping water, went waddling and quacking.

The goose hissed, "Stop it!" and reached for the hat.

The saucy goat clattered after it, too.

The mule cantered down the hill, dragging the plow.

The horse ran as fast as he could, but it wasn't nearly fast enough.

And the hat went whirling away out of sight.

"It's gone," mooed the big cow.

"I'm glad," snorted the bull.

"Oh, well," said the donkey. "I really don't care."

6. The weather vane stopped spinning. The wind stopped blowing and the barn doors swung open.

And everybody went in. It was time for their supper and almost time for sleeping.

The donkey sighed once as he went to his hay.

"I hope my hat blows back again."

And maybe it may —

Tomorrow.

Kathryn and Byron Jackson

LESSON 44

Purpose: to encourage pupils to:
form vivid sensory images as they listen.

Suggested Procedure: 1. Have the pupils close their eyes and listen to the entire selection.

2. With the pupils still relaxed and listening, re-read the selection in sections. Preface each section with a direction for their listening, as:

Section 1 — Did you see night coming? Listen!

Section 2 — See the birds and animals at night. Listen!

Section 3 — What do you smell at night? Listen!

Section 4 — Watch for the night lights.

Section 5 — Listen for country sounds and city sounds.

Section 6 — Is this how you wake up? Listen!

3. Discuss the pictures presented in two or three of the sections. For example, re-read Section 1 and consider the contrasts the author has drawn: the bright, abrupt setting of the sun and the soft, quiet arrival of night; the bright gold of day and the muted silver of night; the activity of day and the hush of night.

Direct pupils' attention to good descriptive passages as, "soft as a feather dropped from a bird's wing."

4. Re-read the story as the pupils listen, with the heightened perception which should result from the discussion.

5. Section 3 deals with country smells. Pupils might develop a similar paragraph dealing with a city scene.

Selection:

WHO LIKES THE DARK?

1. The sun goes down loud and bright. But the night comes down soft as a feather dropped from a bird's wing. The day is golden, and the night is silver. The day is for growing and running and working. The night is for listening and resting and dreaming.

2. At night the birds nest in trees. For rabbits, and woodchucks, and skunks, the night is the time to eat. Then it is safe to get into gardens and garbage cans because people are in houses, asleep.

3. Night is the cool time. It brings the dew and the sweet night smells. The dew is a drink for hot plants and for thirsty animals. Pine trees smell sharper, roses smell sweeter, and the new-cut grass smells like fresh hay.

4. The night has light, too — the warm, yellow lights in houses, the strings of lights on the streets. There are the twinkling lights from the stars and the delicate light from the moon. Shining on the snow, shining on a lake, the stars and the moon give a very bright light. And the big dipper keeps time all night long around the North Star.

5. In bed, in the country, you can hear the near sounds of frogs, croaking in a pond. You know that they're playing leap-frog and swim-to-the-lily-pad. From the barn and the pastures are the sounds you heard in the day — horses neighing, cows mooing, lambs calling their mothers. Early in the morning and late at night the farmer's truck goes rattling down the road.

In bed in the city there are near sounds. All day you watched the cars and buses, the fire-engines and trucks. Now you hear the honking of horns, the whirr of motors, the squeaking of brakes, the policeman's whistle and the clanging of bells. You hear the sounds, but you remember how the cars look racing down the street, stopping for red lights, how the policeman blows his whistle, and how the firemen ring the bells on the engine.

In bed, in the city and in the country, you hear sounds. They are the sounds that make you dream. The night grows quiet. Almost everybody is asleep. You fall asleep.

6. And before you know it the milkman is delivering the milk to your door. Birds sing and fly. Cats meow to go out-of-doors. You hear the sound of cars going up and down the streets. The sun comes up, and lights your room. And you wake up. It is day again, the golden day for running and playing, after a good night's rest.

LESSON 45

Purpose: to teach pupils to:
recognize space relationships as they listen to a story.

Incidental Experience: making inferences.

Suggested Procedure: 1. Read each section. Following the reading ask a question that requires a recognition of space relationships and then discuss the information which provided the answer. Suggested questions for each section follow. Typical details to support the answer are given for Section 1. Background knowledge should also support the answers. (See Section 3.)

Section 1 — **Where is the raccoon's home?**
— *in* the tree
— *deep* in the woods
— woods are *all around us*
— do they *ever* end?
— *past* the running stream, *past* the berry bushes, *past* the open grass.

Section 2 — **Where are the rabbits and skunks going?** (They are going *by*.) **Does this suggest a path, or just an amble among the bushes? What is their destination?**

Section 3 — **Why did he climb a tree?**
Why didn't he see the outside world?

Section 4 — **If the tall tree was not high enough, why does Little Raccoon think a tall bush might be?** (Pupils should note the sequence past the stream, past the berry bushes, past the open grass and recognize diminishing height of the obstacles.)

Section 5 — **What did he see by standing tall?**
Why did he run on?

Section 6 — **Where is Little Raccoon?** (The light in his face, pulling something jumping down, all suggest that he is up on a table or chair.)

Section 7 — **Show what Little Raccoon did.** (Pantomime showing the "push," "ran away," "pushed," "pulled," "twisted," "ran away.")

Section 8 — **Will Little Raccoon want to go back to the outside world?**

2. Discuss the events in the farmer's house. Pupils must infer what, exactly, Little Raccoon did. Guide them in identifying the three things he touched and have them describe the sequence of events that possibly took place.

3. Discuss the inferences made by Little Raccoon as he explains to his mother.

4. Consider the unwillingness of the forest creatures to discuss the outside world with Little Raccoon.

Story:

LITTLE RACCOON EXPLAINS

1. Little Raccoon looked out from his house in the tree.

"Mother," he said, "are the woods all around us?"

"Yes," said Mother Raccoon. "We live deep in the woods, and they are all around us."

Little Raccoon looked out again. "Don't the woods *ever* end?" he asked.

"Oh, yes," said his mother. "Past the running stream, past the bright berry bushes, past the open grass, that's where the woods end."

"What's there — after the woods end?" asked Little Raccoon.

"Why, the outside world," said his mother.

"The outside world!" cried Little Raccoon. "What is the outside world like?"

"It's hard to explain," said his mother.

"Why don't you run out and play?"

2. Little Raccoon ran out, but he didn't play. He sat down to think.

Mother Skunk came by with her little ones.

The little ones wanted to play, but Little Raccoon wanted to think.

"Please," he said to Mother Skunk. "What is it like in the outside world?"

"Way out there?" said Mother Skunk. "Past the running stream, past the berry bushes, past the open grass — where the woods end?"

"Yes! Yes!" said Little Raccoon.

"It's hard to explain," said Mother Skunk, and she went on with her little ones.

Little Raccoon sat down to think again.

Soon Father Rabbit came by with his little rabbits. The little rabbits wanted to play, but Little Raccoon wanted to think.

"Please," he said to Father Rabbit. "What is it like in the outside world?"

"Way out there?" said Father Rabbit. "Past the running stream, past the berry bushes —"

"Yes! Yes!" said Little Raccoon.

"Past the open grass," said Father Rabbit, "where the woods end?"

"Yes! Yes!" said Little Raccoon.

"It's hard to explain," and he went on with his little ones.

3. Little Raccoon sat thinking.

"If I go to the running stream," he said to himself, "I can catch a fish. I can climb a tall tree and maybe I can *see* the outside world!"

Little Raccoon ran all the way to the running stream.

He did catch a fish.

He did climb a tall tree.

But he didn't see the outside world.

4. "If I go on to the berry bushes," he said to himself, "I can eat some berries. I can climb up a tall bush. And maybe *then* I can see the outside world."

Little Raccoon ran all the way to the berry bushes.

He did eat some berries.

He did climb a tall bush.

But he didn't see the outside world.

5. "If I go on to the open grass," he said to himself, "I can catch some bugs. I can stand up very tall. And maybe *then* I can see the outside world."

Little Raccoon ran on to the open grass.

He did catch some bugs.

He did stand up very tall.

And he did see something!

But what was it?

Little Raccoon ran on — just a little more.

Just to see a little better. Then he stopped.

"That's it!" said Little Raccoon. "That must be the outside world!"

6. (Little Raccoon was looking at the farmer's house, but of course he didn't know it.)

"What's it like?" he said to himself.

He just had to find out, so he ran in.

(Little Raccoon was *in* the farmer's house, but of course he didn't know it!)

He looked around in surprise.

No trees.

No bushes.

No grass.

But what was this?

And what was this?

What was *this*!

Little Raccoon pulled.

SNAP! A bright, bright light was shining right in his face!

Little Raccoon jumped down and looked some more.

7. What was *this*?
 Little Raccoon pushed.
 WHOOOOSH! A big wind began to blow!
 Little Raccoon ran away from the wind.
 What was *this*?
 Little Raccoon pushed and pulled and
 twisted.
 Swissssssssh! Down came water.
 Cold water.
 Warm water.
 HOT WATER!
 "Ooooooww! cried Little Raccoon, and he
 ran away.

8. He ran all the way back to the woods, past
 the open grass.
 (But he didn't stop to catch a bug.)

He ran past the bushes.
 (But he didn't stop to eat berries.)
 He ran past the running stream.
 (But he didn't stop to catch a fish.)
 He ran right to Mother Raccoon.
 "Guess what!" he cried. "I saw the outside world!"
 "And it's not so hard to explain. The outside world is where they keep the sun and the wind and the rain."
 "Really?" said his mother.
 "And guess what!" said Little Raccoon.
 "I turned on the sun."
 "I made the wind blow."
 "And then I made it rain, way out there the outside world!"

Lilian Moore

LESSON 46

Purpose: to teach pupils to:
 recognize space relationships in poetry.

- Suggested Procedure:**
1. Read the first two lines of the poem. Discuss where the speaker is, where the ducks were, and where they have gone. Bring out the meaning conveyed by the single word, "under."
 2. Read the entire poem. Talk about the child's thoughts as he stands on the bank—his wondering what the ducks do, his worrying lest something happen to them, his trying to guess where they will come up.
 3. Ask: **Why is the child surprised when he sees the ducks come up?**
What have they been doing "down there?"
 4. Bring out the meaning conveyed by the words "down," "stay," "down there," "they come." You might have the pupils tell how the idea would be expressed in prose writing (in a story). For example, "down" would probably become "down under the water."

Poem:**REGENT'S PARK**

What makes the ducks in the pond, I wonder, go
Suddenly under?

Down they go in the neatest way;
You'd be surprised at the time they stay,
You stand on the bank and you wait and stare,
Trying to think what they do down there;
And, just as you're feeling anxious, then
Suddenly up they come again,
Ever so far from where you guessed,
Dry and tidy and self-possessed.

What is it makes the ducks, I wonder, go
Suddenly under?

Rose Fyleman

LESSON 47

Purposes: to teach pupils to:
note and recall details as they listen to poetry;
promote the realization that a poem is a condensed form of expression,
and that all the details are usually important.

Suggested Procedure: 1. Tell the pupils that in a poem every detail is important and so they must listen to poetry carefully. Tell them you will read a poem that tells many things about Little Jack Frost. Read the entire poem.

2. Re-read the poem, one stanza at a time. (Read stanzas 1 and 2 together.) Before reading each stanza pose a detail question. Discuss it following the reading.

Stanzas 1 & 2 — When and how did Jack Frost arrive?

Stanza 3 — Listen for three important ideas.

Stanza 4 — What four things does Jack Frost do during the winter?

Stanza 5 — What did Dame Nature do?
How did Jack Frost feel about this?

Stanza 6 — What new signs of spring are there?
Why was Jack Frost glad to go?

3. Re-read the whole poem. Have the pupils relate the sequence of events.

4. Have the pupils close their eyes and picture the changing seasons as you re-read the entire poem. *Encourage*, but do not force, comments on the changing tone of the poem in harmony with the changing scenes.

Poem:

LITTLE JACK FROST

Little Jack Frost went up the hill,
Watching the stars and moon so still,
Watching the stars and moon so bright,
And laughing aloud with all his might.

Little Jack Frost ran down the hill,
Late in the night when the winds were still,
Late in the fall when the leaves fell down,
Red and yellow and faded brown.

Little Jack Frost walked through the trees,
"Oh," sighed the flowers, "we freeze, we freeze,"
"Oh," cried the grasses, "we die, we die."
Said Little Jack Frost, "Good-by, good-by."

Little Jack Frost went round and round,
Spreading white snow on the frozen ground,
Nipping the breezes, icing the streams,
And chilling the warmth of the sun's bright beams.

But when Dame Nature brought back the spring,
Brought back the birds to chirp and sing,
Melted the snow and warmed the sky,
Then Little Jack Frost went pouting by.

The flowers opened their eyes of blue,
Green buds peeped out and grasses grew,
It was so warm and scorched him so,
That Little Jack Frost was glad to go.

Author Unknown

LESSON 48

Purpose: to teach pupils to:
listen for important details in a story.

Suggested Procedure: 1. Tell the pupils that, as they listen to a story, they should pick out the most important ideas to remember. Point out that a story is usually much longer than a poem and so we have to *choose* carefully the parts to remember instead of trying to recall all the details.

2. Read and discuss the story, "The Wind and the Loaf," in sections. Ask the pupils to find the important ideas in each section. List these on the board. For example:

Section 1 — The wind is going to play a new trick.

Section 2 — Mrs. Poompersnitz asked for a loaf . . . brown . . . and some milk, please.

The wind played his trick.

The postman heard "a coat . . . brown silk, please."

Section 3 — The postman said "brown silk coat." Jimmy heard "brown silky goat," etc.

3. Tell the pupils that, if they have noted all the important details, the story should be outlined on the board.
4. Read the outline and discuss its completeness. Consider whether any of the details included should be omitted.
5. Pupils may be able to give examples of similar misunderstandings due to careless listening.
6. In another lesson you might have a pupil re-tell each section of the story, using the outline as a guide.
7. Pupils will enjoy a re-reading of the story during a further story period.

Story:

THE WIND AND THE LOAF

1. Once upon a time a little wind grew tired of playing with the leaves and decided to have some fun. "I could tangle up some washing on the lines," he thought, "but I've done that before. I could blow down a TV aerial or two, but that's not much fun, either. I know what I'll do." And the wind went skipping over the rooftops looking for someone to play a new trick on.

2. Now it happened that this was Saturday, and Saturday was the day that old Mrs. Poompersnitz always had baked beans and brown bread for her supper. But today when she peeked in the high cupboard there was nothing left but the dry heel of the loaf. Just then she saw the postman coming up the hill.

"Oh, Mr. Postman," she called from the window. "Do stop at the store and tell them to send me up a loaf . . . brown . . . and some milk, please."

The little wind had been lurking around the window and now he laughed as he caught the

words and twisted the sounds around and snuffled and muffled and gruffled them until by the time he tossed them to the postman they sounded like this.

"Oh, Mr. Postman, do stop at the store and tell them to send me up a coat . . . brown silk, please."

3. "Brown silk coat for Mrs. Poompersnitz," the postman said as he marched down the hill. "Brown silk coat, well, that's easy enough to remember."

By and by the postman grew tired and he sat down to rest. Soon he saw Jimmy Newsboy pedalling furiously along on his bicycle. "Ah, he goes right by the store, and my feet are so tired," the postman thought.

"Jimmy Newsboy," he called. "Do stop at the store and tell them to send Mrs. Poompersnitz a brown silk coat, please."

How the little wind gurgled and laughed over that one. And when he threw it back, what Jimmie heard was this:

"A brown, silky goat, please."

4. "Ho, ho, a brown, silky goat, please," Jimmie sang as he pedalled off. But by and by he saw some boys playing ball and he stopped to play with them. As he swung off his bicycle he saw little Mr. Tottersby walking slowly down the street with a market basket over his arm.

"Oh, Mr. Tottersby," Jimmie called. "Do tell them at the store to send up to Mrs. Poompersnitz a brown, silky goat, please."

"Oh," shrieked the wind, "this is just too funny. I'll play this trick once more, and then I'm off up the hill to see Mrs. Poompersnitz's face when she sees what she gets from the store."

5. "Tut, tut," said Mr. Tottersby as he tottered along. "Whatever does Mrs. Poompersnitz want with . . . oh, well, it's her business, I'm sure, and she's likely trying some of those new TV recipes."

Mr. Tottersby went into the big store and picked out his groceries. Then he looked and looked all along the shelves, but he didn't see anything that could be what Mrs. Poompersnitz wanted. So he went to the cashier's desk, paid his bill, and started away.

"Will that be all?" asked the cashier.

"Oh, dear, I almost forgot," said Mr. Tottersby. "Send up some ground frilly trout sneeze to Mrs. Poompersnitz."

"Some wh-a-a-a-at?" said the cashier.

"Some ground frilly trout sneeze," Mr. Tottersby repeated and left the store at once.

6. "I'll call the wholesaler," the grocer said, when the tired clerks had finished searching the shelves. "It must be a new kind of something . . . toothpaste, perhaps, or a soft drink. I shall have to order a lot because everyone will be asking for it."

"Never heard of it," said the wholesaler, banging down the telephone. "Ground frilly trout sneeze, indeed."

Just then the newsboy came into the store.

"Jimmie," said the grocer, "tell me, do you ever hear of ground frilly trout sneeze? Listen to the radio, watch TV, and all that. Something that Mrs. Poompersnitz wants us to deliver. Mr. Tottersby told us."

Jimmie whooped with laughter. "I guess I heard me wrong," he giggled. "Mr. Postman told me to tell you and I told Mr. Tottersby to tell you. What Mrs. Poompersnitz wants, really, is a brown goat. One with silky fur."

7. The grocer sighed. "This is a grocery store, not a pet shop," he said, "but for old Mrs. Poompersnitz I will get a brown goat with silky hair. After all, she is one of my best customers."

Mrs. Poompersnitz was just taking the crock from the oven when she heard a rap at the door. "That must be the delivery boy with the brown loaf," she said and ran to the door.

The little wind giggled and gurgled around the door and hugged itself with mischief. It sniffed the brown silky hair on the little goat's head and made the bell around its neck tinkle.

Mrs. Poompersnitz opened the door.

"Here you are," boomed the grocer. "This is the brown silky goat you told the postman to have me send up. And, believe me, it's a whole lot easier to find a brown silky goat than ground frilly trout sneeze."

"Whatever are you talking about?" said Mrs. Poompersnitz. "And where is my Saturday loaf? But the grocer was already far down the hill when the little wind pushing after him."

"Well, it can't be helped now," Mrs. Poompersnitz sighed. "I suppose I'll have to keep it. It really is quite pretty, and I will have milk and cheese without having to go to the store."

So she picked up the rope and led the goat to the ground frilly trout sneeze, brown silky goat, please, brown silk coat, please, brown loaf and milk please . . . into her little barn. And the goat stayed still there.

Gloria Logan

LESSON 49

- Purposes:**
- to prepare pupils for learning to outline, mentally, material to which they listen;
 - to teach pupils to note details as they listen, and make an outline of a selection.

Suggested Procedure: 1. Tell the pupils you will read them a selection, the *main idea* of which is "Camels are well fitted to travel on the desert." (Write this on the board as a main heading.)

2. Instruct the pupils to listen as you read the selection and find the ways in which the camel is suited to desert travel.

3. Depending on the maturity of your group, either

- (a) write the three sub-headings
1. Water
 2. Food
 3. Sand

under the main heading and ask the pupils to give you details to list under each,

or (b) elicit the three sub-headings from the class by asking what three main problems the camel was able to handle better than other animals. Write them under the main heading and then have pupils give details to complete the outline.

4. Re-read the selection while pupils listen and check the outline for completeness.

Selection:

SHIPS OF THE DESERT

Camels live in desert places. Sometimes they are called the 'ships of the desert' because they are used to carrying people and goods across the miles and miles of dry, sandy desert. Most animals could not live on such a trip, but a camel can.

Water is very scarce on a desert trip, but a camel doesn't really suffer. He can drink a great deal at one time. After he has had all he wants to drink, he can go for several days without any more water.

There are not very many plants in the desert. Most animals would starve there but the camel has strong teeth so that he can eat the rough, coarse stems other animals would have to pass

by. He can store up food too. The camel's hump is mostly fat and when he can't find any other food, his body can use the fat in his hump.

A camel doesn't mind the sand of the desert, although some other animals can't bear it. The camel has thick pads on his feet to keep him from sinking into the loose sand. He has heavy eyelashes to keep the sand from blowing into his eyes and thick hair in his ears to keep it from blowing into them. He can even close his nose during a sandstorm.

For many, many years, people who travelled across the desert depended on the camel for a safe journey.

LESSON 50

Purposes: to prepare pupils for learning to outline, mentally, material to which they listen;
to teach pupils to note details as they listen, and make an outline of a selection.

Suggested Procedure: 1. Tell the pupils you will read a selection about the winter sleep of some animals.

2. Put the following outline on the board.

Rattlesnakes

- 1.
- 2.

Bats

- 1.
- 2.

Bears, Skunks, Woodchucks

- 1.
- 2.

Frogs, Toads

- 1.
- 2.

Hibernation

- 1.
- 2.
- 3.
- 4.

Since there are more headings than in the previous lesson it seems advisable to provide the basic outline. Discuss the headings and instruct the pupils to listen for details to complete the outline.

3. Complete the outline.

4. Re-read the lesson while pupils watch to check the outline for completeness.

Selection:

WINTER SLEEP

Many animals do not worry about the cold winter days. When fall comes, they creep off and find a hiding place where they can sleep the winter away.

Rattlesnakes gather together in dens among the rocks.

Bats fly to favorite caves and hang upside down in the dark.

Bears, skunks, and woodchucks are very fat by autumn. They waddle off to sleep in caves or in holes in the ground.

Frogs and toads burrow deep in the mud and spend the long winter there. They sleep so soundly that they wouldn't even feel it if they were jabbed with a pin.

The animals' winter sleep is not like an ordinary sleep. It is called hibernation. The hibernating animal's heart beats slowly and he breathes very slowly and lightly. He becomes cold he almost seems dead.

But in the spring he comes out of his winter home ready to enjoy the summer months.

LESSON 51

Purpose: to teach pupils to:
think ahead as they listen to a story and predict what succeeding events will be.

Suggested Procedure:

Note: The underlining is related to Lesson 55.

1. Read the story in sections. At the end of each section, have the pupils suggest what is likely to happen next. Discuss with them the incidents in the story and in their own experience that led them to make a particular prediction.

2. Read the next section. Have the pupils check their prediction, when necessary locating the clues that misled them or which they had interpreted incorrectly.

Have them make a new prediction for the next section.

3. Repeat the procedure as each subsequent section is read.

4. Read the story as a whole.

Story:

THE LION-HEARTED KITTEN

1. Once there was a striped kitten with yellow eyes and a black nose. He was only a very little kitten but he had the heart of a lion. He was as brave as he could be, and one day he started out to conquer the world. The path he took led through a big black wood, and down this path the kitten stalked very proudly, with his head held as high as possible.

Pretty soon, along came a big gray wolf.

"Grumble tumble in the jungle, I'm hungry!" growled the wolf, for this is what the wolves say when they are going to eat you up.

2. Now it is all very well to be brave in a crisis, but it is even better to be clever too. This the kitten knew, so without showing any fear he said boldly:

"O Mr. Wolf, I was just looking for you. My great-aunt the tigress told me to ask you the way to roast lamb. She says you know so much more about such things than she."

3. The wolf was impressed and a little flattered. But he was also a bit suspicious of

this small kitten, and so he said:

"Tell your great-aunt the tigress that I roast lamb the same way that I roast kitten."

4. This really frightened the kitten, but he pretended great unconcern and retorted:

"Of course, Mr. Wolf, if you really wish me to tell her that, I will do so; but my great-aunt the tigress is rather short of temper and she might take offense at what you say; she has kittens of her own and a great many little nieces and nephews."

"Hmmm," murmured the wolf gazing thoughtfully at the kitten who had begun to wash its face, "you may tell her that roast lamb tastes nice with sage and onions." He turned and ran into the wood.

The kitten trotted on along the path and suddenly around a corner he came face to face with a great big enormous snake who was hanging from the branch of a tree just over the path.

"Hiss swish, wish a dish for dinner!" hissed the snake, for that is what the snakes say when they are going to eat you up.

5. "O Miss Boa Constrictor," cried the kitten (for that was the snake's name), "I have been looking for you everywhere. My great-aunt the tigress wishes to know the best way to catch birds. She says that you are so clever at it, and she would be much obliged for some advice on the subject."

Now snakes catch little creatures by staring in their eyes till they are so frightened they dare not move; the boa constrictor said:

"Watch me and I'll show you," for she thought the little kitten looked quite fat and delicious.

6. But the kitten was far too wise for that, so he simply looked hard beyond the snake and called out:

"Well, I do declare, if that isn't my great-aunt the tigress herself coming this way now!"

7. The snake whipped round quickly for fear the tigress was creeping up behind her, and while she looked back, the kitten escaped into the wood.

The brave little kitten ran on and on till by and by very suddenly round a big tree he came face to face with the tigress herself.

This time the kitten for all his courage was much alarmed.

8. His breath came fast and his heart beat rapidly, but his wits did not forsake him.

"O Aunty Tigress," he gasped, "I have been hunting and hunting for you till I am all out of breath. My mother, the golden tigress of the next forest but one, wishes to know what it

is your kittens eat which makes them so big and fat. She is worried about me because I am so very small." — After this speech the kitten held his breath, waiting for the tigress to reply.

9. For a long time the tigress looked at the kitten and sniffed at the kitten and put her head on one side and considered the kitten. And after a while she came to the conclusion that this kitten certainly did look quite like her kittens save for size; and since her own children had grown up and left home she decided it would be nice to adopt another; so giving the kitten a motherly lick of a large kind she said:

"You certainly are much too small, and if you will come home with me I will feed you up and fatten you up and see what I can do."

10. Away they walked together, the kitten notwithstanding, going through the big black wood till they came to the tigress' cave. There the tigress gave the kitten all kinds of meat and bones; and sure enough the kitten began to grow and he grew and grew and grew until he got to be about as big as a cat. The tigress was then well satisfied, for she said: "You are now exactly the size of my own kittens; this diet has agreed with you."

And so the kitten continued to live happily in the cave cared for and protected by the tigress but he never grew to be any bigger than a cat.

Peggy Bacon

LESSON 52

Purpose: to teach pupils to:
predict outcomes when listening to folk tales.

Suggested Procedure: 1. Follow the same procedure as that suggested for the previous lesson. In discussing the predictions, emphasize the familiar pattern of the folk tale as a clue.

2. Suggested questions to guide predictions.

Section 1 — Do you suppose he can find the North Wind?

Section 2 — What will the boy do when he finds how gruff the North Wind is?

Section 3 — Will the cloth really do as it is told?

Section 4 — What will happen? What will the Lad do?

Section 5 — What will happen at the inn?

Section 6 — What will happen? What will the Lad do?

Section 7 — What does the Lad plan to do?

3. Discuss the value to be gained from predicting outcomes as we listen. In some classes it will be sufficient to stress the fact that it makes the story more interesting. More advanced groups may recognize that it promotes more thoughtful and concentrated listening. By making listening more active, it makes mind-wandering less probable.

Story:

THE LAD WHO WENT TO THE NORTH WIND

1. Once on a time there was an old widow who had one son, and as she was sick and weak, her son had to go up into the storehouse to fetch cornmeal for cooking; but when he got outside the storehouse, and was just going down the steps, there came the North Wind, puffing and blowing, caught up the cornmeal, and took it away through the air. Then the Lad went back into the storehouse for more; but when he came out again on the steps, if the North Wind didn't come again and carry off the meal with a puff; and, more than that, he did so the third time. At this the Lad got very angry; and as he thought it hard that the North Wind should behave so, he decided he'd just look him up, and ask him to give back his cornmeal.

give you a cloth which will get you everything you want, if you only say, 'Cloth, spread yourself, and serve up all kinds of good dishes!'"

With this the Lad was well content. But, as the way was so long, he couldn't get home in one day, so he turned into an inn on the way; and when they were going to sit down to supper, he laid the cloth on a table which stood in the corner, and said,

"Cloth, spread yourself, and serve up all kinds of good dishes."

2. So off he went, but the way was long, and he walked and walked; but at last he came to the North Wind's house.

"Good day!" said the Lad, "and thank you for coming to see us yesterday."

"GOOD DAY!" answered the North Wind, for his voice was loud and gruff, "AND THANKS FOR COMING TO SEE ME. WHAT DO YOU WANT?"

4. And immediately the cloth did as it was told; and all who stood by thought it a fine thing but most of all the landlord. So, when all were fast asleep, at dead of night, he took the Lad's cloth, and put another in its place, just like the one he had got from the North Wind, but which couldn't so much as serve up a bit of dry bread.

When the Lad woke, he took his cloth and went off with it, and that day he got home to his mother.

"Now," said he, "I've been to the North Wind's house, and a good fellow he is, for he gave me this cloth, and when I say to it, 'Cloth, spread yourself, and serve up all kinds of good dishes,' I get any sort of food I please."

"All very true, I daresay," said his mother; "but seeing is believing, and I shan't believe it till I see it."

So the Lad drew out a table, laid the cloth on it, and said, "Cloth, spread yourself, and serve up all kinds of good dishes!"

3. "Oh!" answered the Lad, "I only wished to ask you to be so good as to let me have back that cornmeal you took from me on the storehouse steps, for we haven't much to live on; and if you're to go on snapping up the little we have, there'll be nothing for it but to starve."

"I haven't got your cornmeal," said the North Wind; "but if you are in such need, I'll

5. But not even a bit of dry bread did the cloth serve up.

"Well," said the Lad, "there's no help for it but to go to the North Wind again;" and away he went.

So he came to where the North Wind lived late in the afternoon.

"Good evening!" said the Lad.

"Good evening!" said the North Wind.

"I want my rights for that cornmeal of ours which you took," said the Lad. "As for that cloth I got, it isn't worth a penny."

"I've got no meal," said the North Wind; "but yonder there is a ram which makes golden dollars as soon as you say to it, 'Ram, ram, make money!'"

So the Lad thought this a fine thing; but as it was too far to get home that day, he turned in for the night at the same inn where he had slept before.

6. Before he called for anything, he tried the truth of what the North Wind had said of the ram, and found it all right; but, when the landlord saw that, he thought it was a famous ram, and, when the Lad had fallen asleep, he took another which couldn't make gold dollars, and changed the two.

Next morning off went the Lad; and when he got home to his mother, he said,

"After all, the North Wind is a jolly fellow; for now he has given me a ram which can make golden dollars if I only say, 'Ram, ram, make money!'"

"All very true, I daresay," said his mother; "but I shan't believe any such stuff until I see the dollars made."

"Ram, ram, make money!" said the Lad.

7. But the ram didn't make anything.

So the Lad went back again to the North Wind, and blew him up and said the ram was nothing, and he must have his rights for the

"Well!" said the North Wind; "I've nothing else to give you but that old stick in the corner yonder; but it's a stick of that kind that if you

"Stick, stick! lay on!" it beats one till you say,

"Stick, stick! now stop!"

So as the way was long, the Lad turned this night too to the landlord; but as he could pretty well guess how things stood as to the cloth and the ram, he lay down at once on the bench and began to snore, as if he were asleep.

8. Now the landlord, who easily saw that the stick must be worth something, hunted up one which was like it, and when he heard the Lad snore, was going to change the two; but just as the landlord was about to take it, the Lad bawled out:

"Stick, stick! lay on!"

So the stick began to beat the landlord, he jumped over chairs, and tables, and benches and yelled and roared.

"Oh, my! oh, my! tell the stick to be soft or it will beat me to death, and you can have both your cloth and your ram."

When the Lad thought the landlord had given enough, he said,

"Stick, stick! now stop!"

Then he took the cloth and put it into his pocket, and went home with his stick in his hand, leading the ram by a cord round its horns; and he got his rights for the cornmeal he had lost.

Old Norse Tale

LESSON 53

- Purposes:** to encourage pupils to:
- enjoy unusual word usage;
 - concentrate on finding and recalling meanings of unfamiliar words as they listen.

- Suggested Procedure:** 1. Before reading the story tell the pupils that it is about a funny old man who has a strange way of speaking, that if they are to enjoy the story they must listen very closely for the new words he uses and find out what each means.

2. Read to the end of Section 1. List the following words on the board: *master, bed, trousers, cat, fire, water, house*. Have the pupils give the new word(s) for each and write it on the board.

3. Instruct the pupils to listen again to how each word is used as you re-read the story. Warn them to listen closely to understand the surprise ending you will read.

Read the entire story.

4. Develop a translation of the last paragraph on the board.

Story:

MASTER OF ALL MASTERS

1. A girl went out to find a job as a servant. A funny-looking old gentleman hired her to look after his house. When she got there, he told her that he had something to teach her, for that in his house he had his own names for things.

He said to her: "What will you call me?"

"Master or mister, or whatever you please, sir," says she.

He said: "You must call me 'master of all masters.' And what would you call this?" pointing to his bed.

"Bed or couch, or whatever you please, sir."

"No, that's my 'barnacle.' And what do you call these?" said he pointing to his pantaloons.

"Breeches or trousers, or whatever you please, sir."

"You must call them 'squibs and crackers.' And what would you call her?" pointing to the cat.

"Cat or kit, or whatever you please, sir."

"You must call her 'white-faced simminy.'

And this now," showing the fire, "what would you call this?"

"Fire or flame, or whatever you please, sir."

"You must call it 'hot cockalorum,' and what this?" he went on, pointing to the water.

"Water or wet, or whatever you please, sir."

"No, 'pondalorum' is its name. And what do you call all this?" asked he as he pointed to the house.

"House or cottage, or whatever you please, sir."

"You must call it 'high topper mountain.'"

2. That very night the servant woke her master up in a fright and said: "Master of all masters, get out of your barnacle and put on your squibs and crackers. For white-faced simminy has got a spark of hot cockalorum on its tail, and unless you get some pondalorum, high topper mountain will be all on hot cockalorum" That's all.

Old Tale

LESSON 54

Purpose: to have pupils learn to:
choose the correct meaning of a word in context.

(Note that in listening, spelling is no guide to word meaning.)

Suggested Procedure: 1. Write the following words in a row across the board:
fair, rule, bay, mind, foot, ball, steal, place, paper, ring.

2. Tell the pupils that each of these words can mean different things; and that some words that are pronounced the same as these are written differently. Instruct them to listen for one of the listed words in each sentence you read and to think what it means in that sentence.

3. Read the following sentences. After each sentence have the underlined word defined. Write the definition under the appropriate key word. If the word in the sentence is a homonym of the key word, *write it* along with the definition and point out the difference in spelling.

Note: You may prefer to use only four or five words in one lesson.

4. After completing the exercise, have the pupils use the words in sentences to illustrate the several meanings.

5. Have pupils offer further meanings where possible.

Sentences:

1. I must find the paper and look for the report about the traffic accident.
2. Cinderella met the prince at a wonderful ball.
3. The prince will someday rule over a great kingdom.
4. Will he rule in a fair and kind way?
5. Did Cinderella mind losing her glass slipper?
6. The steel beams were erected for the new apartment building.
7. The crowd was waiting for the boxers to come into the ring.
8. The robber will try to steal along the hedge where he won't be seen.
9. Place the flowers in the centre of the table.
10. The big bay was galloping around the field.
11. The speedboat zoomed around the bay.
12. Be sure it is one foot long.
13. The little calf will bawl until someone comes to feed it.
14. Where is the right place to go to buy a coat?
15. "That's a fair ball," the umpire said.
16. Rule your page before you begin work.
17. "My mind is made up," said Grandpa.
18. The Robertsons built their cabin at the foot of a mountain.
19. "Will you paper the living room again?"
20. Maybe the phone did ring, but I didn't hear it.
21. A fair day is good for a picnic.
22. You will have to go on foot.

LESSON 55

Purpose: to encourage pupils to:
 enjoy picturesque language as they listen to a story.

Selection: The Lion-Hearted Kitten (See Lesson 51)

Suggested Procedure: 1. Have the pupils recall the story "The Lion-Hearted Kitten."
Discuss the title, bringing out the significance of the term "Lion-Hearted."

2. Comment that the author used many other words in the story that helped to make it more interesting for us.

3. Re-read the story, pausing after each section to discuss the underlined phrases or sentences. Use questions such as the following to focus attention on them.

heart of a lion;) as brave as he could be.)	—	What two ways does the author tell us the kitten is very brave?
to conquer the world	—	What is the kitten starting out to do? What does this mean? Did he succeed?
the kitten stalked	—	What word tells how the kitten walked? (Have a pupil demonstrate the meaning of the word.)
"Grumble tumble, etc."	—	Why does the wolf say, "Grumble tumble, etc." instead of simply stating he's going to eat the kitten? (It makes the story more fun.)
a great big enormous snake	—	How big was the snake? What kind was it?
"Hiss swish, etc."	—	(see Grumble tumble.)
the snake whipped around	—	How fast did the snake move?
creeping up behind her	—	Why wouldn't she have heard the tiger?
his breath came fast) his heart beat rapidly)	—	How do you know the kitten is really frightened this time?
I have been hunting and hunting) I am all out of breath)	—	How does the kitten make it sound as if he has really wanted to find the tigress?
held his breath	—	How do you know the kitten doesn't really think the tigress will believe him?

4. Read the whole story as the pupils listen to the phrases in total context. Later they might demonstrate their understanding of them by dramatizing the story.

LESSON 56

Purpose: to encourage pupils to:
enjoy picturesque language as they listen to a story.

Suggested Procedure: 1. Read the entire story. This may be done in a story period prior to the lesson.

2. Re-read the story in sections. Direct questions, or other methods of focussing attention on the underlined words or phrases, are suggested for each section.

Section 1 – **What words help you to see how Mother Goose looked when she woke up? How does the author help you hear the sounds in the goose nest?**

Section 2 – Have pupils pronounce the words, “Bang whappety snap flapp” to show the noise the egg made. Compare the way the two goslings came out of the eggs.

Section 3 – **How does the author say the goose looks? How does this make you think she feels about her babies?**

Section 4 – **What two words show that Mother Goose used a very different tone after the little goose talked back to her?**

Section 5 – **What names have been given to the geese? Why are they good names? Discuss Late One’s entrance into the world.**

Section 6 – Read each of the underlined phrases, and have pupils imitate the geese, guided by the phrases.

Section 7 – **Why did Mother Goose count to six? What do we usually do instead? What shows Late One is really a good name for this goose?**

Section 8 – **How does the author say that Late One sank to the bottom of the pond? How does he describe her swimming?**

Section 9 – **What would you call Tall One’s game? How does he play it?**

Section 10 – **How did Mother Goose cure Late One of being late?**

Note: There are many other examples of picturesque word usage in the story. You may prefer to discuss some of these, but it is suggested that the number considered not be excessive.

3. Read the entire story, if necessary during a later period.

Story:

GOOSEFEATHERS

1. Mother Goose blinked. She unfolded her long white neck and peered under her soft feathery breast to see what had awakened her so early in the morning. Three goose eggs lay secure in the warm hollow of the nest.

"Quark," said Mother Goose softly.

"Knock," said the first egg. "Knickety, knoo, knock."

Mother Goose's eyes popped.

2. She waited, and then, squiggle and push the shell cracked open, and Small One wriggled free.

"You are in an awful rush," said Mother Goose. She lifted a wing and flapped the first goosechild under her warm feathers.

"Bang," said the second egg. "Whappety, snap, flapp!"

"What a racket," said Mother Goose. She arched her long neck, reached beneath her feathers, and gave the noisy egg a thump with her hard orange bill.

The egg rocked for a moment, and then, jiggle and pry the shell of the second egg flew apart, and Tall One poked his long neck forward to have a look at his new world.

3. "Quark-honk," exclaimed Mother Goose, "there'll be time enough to see the world." She gave her wings a flap and settled the second goosechild under her other wing. She sat prim and trim as a sailing ship at rest. Suddenly she remembered her third egg. She arched her long neck and peeked under her warm breast feathers.

4. "Time to hatch," she said.
Nothing happened.

"Quark!" she said. She turned the egg over. "Come along now," she coaxed. "Time to hatch, Late One."

"D'ruther not," said a sleepy voice.

Mother Goose blinked one eye. "What was that?"

"D'ruther not," said the egg, and this time Mother Goose could not mistake the words.

"What kind of nonsense have we here?" snapped Mother Goose rising from the nest.

5. She gave the egg a thump and a whack. Two splinters of shell fell into the nest. She turned

the egg over. She poked it. The shell parted, and Late One uncurled a long neck from a folded-up body and peered over the nest at the world around her.

"How uninteresting," said Late One. She yawned and folded her long neck back across her body between a pair of fuzzy yellow wings.

6. "Quark-honk," gasped Mother Goose. "What revolting manners!"

Small One and Tall One wriggled and poked two yellow bills through the warm feathers till they stood on the edge of the nest. They blinked one eye and then they blinked another eye. Green grass lay like a carpet all over the farmyard.

"Quark-honk," warned Mother Goose, as they tumbled down, picked themselves up, and put one webbed foot in front of the other.

Mother Goose flapped her wings and rose up to nudge Late One, but her third goosechild was fast asleep.

"Peep-peep-peep . . ."

Mother Goose stretched her long neck to the left and then to the right. Small One and Tall One were chanting a goosesong. "Peep-peep-peep . . ."

"Quark-honk," said Mother Goose anxiously, as her two adventurous goosechildren journeyed farther and farther from the round warm nest.

"Problems," said Mother Goose. "I've got problems. Here it is, almost noon. Late One is still asleep, Tall One and Small One haven't had their breakfast, and nobody has had a swimming lesson."

She ruffled her feathers and flapped a wing and poked the sleepy goosechild until Late One fell over the edge of the warm nest and onto the carpet of green grass.

"Peep-eep," cried Late One, rolling and blinking her sleepy eyes.

Mother Goose marched across the green grass to the edge of the round pond. She called the goosechildren to her and showed them the thick clusters of seeds in the tall grass.

7. She cut the grass with her sharp orange bill and watched Small One and Tall One gobble up the fat shiny pieces. "Quark," she said and gave Late One a little push. "Hurry, Late One, or you won't get any breakfast."

"Peep-eep-eep," cried Late One.

"Quark-honk," scolded Mother Goose crossly.

"Can't," said Late One.

"Can't what?" said Mother Goose.

"Can't eat seeds," cried Late One.

Mother Goose sat back on her flat webbed feet, counted very slowly to six, and then opened her bill and spoke. "All goosechildren eat seeds."

Late One rolled her eyes and blinked. Then she began searching through the blades of grass. "But I can't find any seeds."

"You are a hopeless goosechild," said Mother Goose and began cutting the tall grass so that seeds fell in a shower at Late One's feet.

Late One tried one seed and then she tried another. She ate and she ate until all the seeds were gobbled up. Then she looked up and saw that Mother Goose was giving Small One and Tall One a swimming lesson in the pond. "I'm still hungry," she called.

"Later," said Mother Goose. "Time for your swim now. Come along in, the water's nice and bubbly."

She flapped her wings and shuffled her feathers and dived to the bottom of the pond.

"Peep-peep-peep," chorused Small One and Tall One and dived in after her.

Mother Goose came to the surface trailing a long tender shoot of grass from her orange bill. Soon Small One and Tall One were diving for the sweet grass shoots at the bottom of the pond.

"Peep-eep-eep," cried Late One alone on the bank.

Mother Goose paddled her flat webbed feet and swooped through the water to shore. "You are a silly, hopeless goose," she said to Late One. "You didn't want to hatch from your egg. You didn't want to get out of the nest. You couldn't eat grass seeds. And now you're afraid to go for a swim."

Late One opened her bill, but before she could finish her first "Peep-eep," Mother Goose had tumbled her into the sunlit water of the pond.

8. Late One felt the sparkly bottom come up to meet her. Just as she was going to touch it she turned her yellow bill up and aimed for the surface. "Peep-eep," she cried as she gasped for air. "Peep-eep!"

She paddled furiously, her pink webbed feet beating the bubbly water.

9. "Look, Late One is swimming," Small One said.

"Peep-peep-peep," laughed Tall One, plucking "Now-you-see-me-now-you-don't" through the water.

Late One paddled faster and faster and faster. "Look at me," she said. "Just look at me swim."

"Come along now, back to the nest, all of you," said Mother Goose.

"But I can swim," said Late One. "I can. Really I can."

"Of course you can swim," said Mother Goose. "You hatched out of a goose egg, didn't you? You tumbled out of your nest, didn't you? You ate grass seeds, didn't you? Of course you can swim."

Mother Goose sailed out of the water, ruffled her feathers, and flapped her wings. "Time to go home."

Small One tumbled up the bank. Tall One beat his wings and thumped and whacked until he stood on the carpet of green grass.

10. "Peep-eep," cried Late One, "I won't go home."

Mother Goose whirled around, and with one push of her webbed feet, shot over the water. Her orange bill stabbed through Late One's downy yellow feathers. Down went the hard bill, down to the soft pink skin. Peep-eep!

Late One screamed and flapped her wings and, goosefeathers! she was up the bank and over the grass. She passed Small One and Tall One and tumbled into the nest.

"Quark-honk," said Mother Goose. "'Car' is one thing, 'won't' is something else!"

Small One and Tall One ran over the grass to the nest.

Late One stretched her long neck over the edge of the nest and blinked her round eyes.

"Look at me. I'm in the nest. I beat everybody."

Mother Goose ruffled her feathers and flapped her wings and settled her three goosechildren into place.

LESSON 57

Purpose: to teach pupils to:
recognize analogous relationships when listening to poetry.

- Suggested Procedure:**
1. Introduce the title of the poem. Instruct the pupils to listen as you read the poem, and find out if the writer really means that the wind is a cat. Read the poem.
 2. Instruct the pupils to listen, as you re-read the poem and find as many ways as possible in which the author feels the wind resembles a cat.
 3. Instruct the pupils to listen as you re-read the poem, for words that we usually use to describe *cats* rather than the *wind*. (*pouncing, prowls, scratches, purrs, etc.*)
 4. Re-read and talk about each stanza. (Encourage them to evaluate each comparison. Have the pupils try and recall the sound of the wind in each of the situations described.)

Lead them to recognize the similarities in the moods of a cat and of the wind. For example, the last stanza recounts typical behavior of each: a flurry of activity followed by a quiet period.
 5. Read the entire poem.

Poem:**WIND IS A CAT**

Wind is a cat
That prowls in the night,
Now in a valley,
Now on a height,

Pouncing on houses
Till folks in their beds
Draw all the covers
Over their heads.

It sings to the moon,
It scratches at doors;
It lashes its tail
Around chimneys, and roars.

It claws at the clouds
Till it fringes their silk,
It laps up the dawn
Like a saucer of milk;

Then, chasing the stars
To the tops of the firs,
Curls down for a nap
And purrs and purrs.

Ethel Romig Fuller

LESSON 58

Purpose: to teach pupils to:
recognize analogous relationships as they listen to poetry.

Suggested Procedure: 1. Several brief poems are suggested for your use. You may wish to use each in a separate lesson. In the first selection, the comparison is definitely stated; in the last it is only implied.

Read each poem and have the pupils

- (a) note the comparison being made;
- (b) discuss the appropriateness of the comparison;
- (c) relate their own observations to the picture presented by the author.

2. Re-read the poem.

FOG

The fog comes
on little cat feet.

It sits looking
over harbor and city
on silent haunches
and then moves on.

Carl Sandburg

THE RAIN HAS SILVER SANDALS

The rain has silver sandals
For dancing in the spring
And shoes with golden tassels
For summer's frolicking.
Her winter boots have hobnails
Of ice from heel to toe,
Which now and then she changes
For moccasins of snow.

May Justus

BROOMS

On stormy days
When the wind is high
Tall trees are brooms
Sweeping the sky.

They swish their branches
In buckets of rain,
And swash and sweep it
Blue again.

Dorothy Aldis

THE TOASTER (Note: Read this poem *without* the

A silver-scaled dragon with jaws flaming red
Sits at my elbow and toasts my bread.
I hand him fat slices, and then, one by one
He hands them back when he sees they are done.

William Jay Smith

LESSON 59

Purpose: to develop the habit of forming sensory images when listening.

Suggested Procedure: 1. Ask the pupils to listen to the sounds as you read Section 1.
Ask for the best word to complete this statement: *Everything is so* _____.

2. Repeat the same procedure with Section 2. Encourage use of words other than *quiet*. (*still, silent, peaceful, hushed*)

3. Have the pupils compare the two sections in respect to (a) the way Teddy amused himself; (b) the things he heard; (c) the way things moved.

4. Beginning with "It was an especially cool, silent little forest," re-read each sentence of Section 2. In some cases talk with the pupils about the scenes. (**How does the moss feel under his feet? How do we know the leaf doesn't make a sound as it falls?**) In others, simply let them enjoy the picture.

5. Read Section 3 without comment.

6. Re-read the entire selection in a later period.

Selection:**THE VERY QUIET FOREST**

1. All morning
It seemed like
Teddy had just seen things that were in a hurry,
And just heard things that were making loud noises.
He was tired of noisy, hurrying things.

He was tired of vacuum-sweeping from the living room
And egg-beating from the kitchen
And radio-talking from next door.

He was tired of lawn mowers clipping,
Cars squizzing down the street,
And his little brother hitting
an oatmeal bowl with his spoon.

Teddy got tired of himself even.
He got tired of pounding two boards together
And rattle-banging doors
And yelling for Emmie to come play.

So he went to take a little walk.

2. But he hadn't had much of a walk at all
When he came to a patch of forest,

It was an especially cool, silent little forest,
And he slipped in between two new green trees
To have a look around.

He stood very quietly on top of some nice soft moss
And watched how still
The forest was.

Just above his head,
Was a fat round cherry
Dangling gently from its stem.

In the middle of the forest
Was a silver pool
With a shiny fish skimming along
Near the top.

Up above
A leaf came loose
It floated
 down
 down
 down
And sat very softly on the water.

Grass tops were
Breathing back and forth
In the soft wind.

A baby grasshopper
Hopped quietly
 from leaf
 to leaf
 to leaf.

A creeping caterpillar
Came by
Making very tiny sliding sounds
In the damp grass.

The little boy picked a small leaf
And tickled up and down his arm.
Just for fun.

He took a piece of twig
And made a tiny mark in the smooth mud.

Up in the sky
Two big puffy clouds
Very easily and very gently went ka-bump
Right into each other.

The little boy stood terribly still
And looked ... all ... around.

Then he slipped out between
The two new green trees
And went home.

3. That night
After the little boy had gone to bed
He wiggled down deep in the soft sheets
And thought about his secret forest

Where everything
Was so quiet
And so soft
And so still.

He closed his eyes
And felt the stillness
And heard the stillness,
And ... sh-ss-ss-ss-ss-s
Listen —
Do you?

Carolyn Surratt

LESSON 60

Purpose: to encourage pupils to:
form sensory images as they listen to poetry.

Suggested Procedure:

Note: The sensory images in this poem will be conveyed to the listener only by skilled reading. Keep the discussion to a minimum. Let the pupils listen to, and enjoy, the poem.

1. Present the title of the poem and instruct the pupils to picture the cat moving about the house as you read the first two stanzas.
2. Discuss the different moods of the cat presented.
3. Re-read the first two stanzas and continue with the third, omitting the last line.
4. Talk about the feeling of the child in the cool darkness.
5. Begin "And then —" and complete the poem.
6. Read the entire poem.

Poem:

CAT

My cat
Is quiet.
She moves without a sound.
Sometimes she stretches herself curving
On tiptoe.
Sometimes she crouches low
And creeping.

Sometimes she rubs herself against a chair,
And there
 With a mew and a mew
 And a purrrr purrrr purrrr
 She curls up
 And goes to sleep.

My cat
Lives through a black hole
Under the house.
So one day I
Crawled in after her.
And it was dark
And I sat
And didn't know
Where to go.
And then —

Two yellow-white
Round little lights
Came moving ... moving ... toward me.
And there
With a mew and a mew
 And a purrrr purrrr purrrr
My cat
Rubbed, soft, against me.

And I knew
The lights
Were MY CAT'S EYES
In the dark.

Dorothy Baruch

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